

Furzeham Primary and Nursery School

English Pen Portrait

Phonics in EYFS and KS1	Phonics bug based on Letters and Sounds is taught daily and in Foundation. In F1 there is a focus on the initial sounds s,a,t,p,i,n and identification of initial sounds in words. Letters and Sounds activities are delivered daily in small groups. In F2 there is a short input introducing the daily sound through phonic bug which is followed by a carousel of activities, including magnetic boards, What's in the box?, full circle, sound sorting, play-dough letters, finger painting and reading and writing words with the sound in. Throughout the foundation stage Jolly Phonics is also used to reinforce the sound through actions and supports the application in their writing. Intervention groups are run alongside phonics and change as necessary, according to the individual needs. Small groups with teachers and TAs leading sessions. In F2 individual and guided reading books are linked to phases. Daily phonics sessions for all year 1 children and year 2 children who did not meet the required standard at the end of year 1 phonics screening. Year 2 children follow the No Nonsense spelling scheme which incorporates all year 2 objectives for the national curriculum for spelling. Extra intervention groups for those who require a more 'whole word approach' also PAT is used to support children who struggle to learn phonetically. Key words are taught in addition to phonics. Phonic progress is assessed every term. Keywords are taught within phonics and children are also given opportunities to learn these words using different spelling strategies. Each child has a personalised spelling list based on the common exception words which are assessed termly. This personalised spelling is sent home termly. Phonics is also linked to handwriting practise.
Phonics and/or spelling in KS2	Spellings are addressed following the No Nonsense Spelling programme covering all the spelling objectives in the national curriculum. Children are assessed on the year 1 and 2 common exception words and Year 3/4 and Year 5/6 statutory word lists dependent on age and ability. Revision of phonics and extra spelling intervention groups given where needed. Children have dedicated time to learn a personalised list of keyword spellings using different spelling strategies and 'spuddies' (spelling buddies). Children are given informal tests throughout the term and a new set of words to learn when ready. Children are formally assessed on their spelling lists each term. Updated spelling lists are sent home on a termly basis for parents to support spellings at home. Dictated sentences to test spellings in context used through teaching of No Nonsense spelling programme. Monitoring closely that known spellings are applied to general writing. SPAG resources used for assessment consistently across KS2. Termly spelling assessments linked to spelling patterns and rules covered throughout term.
Promoting reading for pleasure	Reading is our whole school priority in 2015 – 2016. Classes visit our school library regularly and are encouraged to read and borrow a range of books. We have strong links with the local library and have regular visits from the town librarian who promotes the reading trails carried out in the local town library. Certificates are also awarded by her to the children in assembly time. Classrooms and class teachers promote enjoyment for reading through regular story time and book corners. We have had several professional storytellers visit the school and author visits. We support

	<p>World book day each year and enjoy buddy sharing across year groups where children share published books and books that they have written with each other. We have also invited parents and carers in to share their favourite books with children including one parent who read a book in German! We ask children to read at home every night as part of their homework, children gain team points and reading certificates for reading at home. Book fair is held twice a year. Bug club is used in Foundation and KS1 and can be accessed in school and at home to develop enjoyment of reading through games and various activities. Children in the nursery are provided with a chosen book to share with parents at home on a regular basis. Parents are encouraged to change the book with their child as often as they wish. Parent helpers are encouraged. F2 children have a reading book to take home to read every day. These are changed on a daily basis if the book has been finished. Throughout foundation children have reading opportunities throughout the day linked to the child initiated activities. Across KS1 and KS2 we have a dedicated ERIC and ERICA time for children to enjoy their reading books where we focus on different types of reading material eg comics, newspapers, non-fiction , also encouraging shared reading where the children also have an opportunity to discuss their reading material and share opinions on what they are reading. From September 2015 we have introduced Accelerated reader throughout Key Stage 2 where children read books and then quiz on the computer to ensure comprehension of their reading material. This also creates an extensive record of the amount and range of books the children have read. We would like to develop; suggestions on books to read from children in assembly once a month; termly buddy reading across classes and Key Stages.</p>
Guided/individual reading	<p>We have had several INSETS on Guided Reading and audited our materials. Children in Foundation are exposed to whole group story sessions which enable them to actively participate through actions and retelling. In the summer term, children in F2 take part in weekly guided reading sessions alongside children of a similar reading level. They also move to a more formal reading session in the summer term where they choose and read a book with greater independence and with a friend. Children in KS1 and KS2 have at least one weekly guided reading session which usually matches the genre being studied within the literacy programme and also regular comprehension sessions too. Children in lower KS2 below ARE also have regular individual reading (daily, 2 or 3 times a week depending on need). In KS1 all children read individually to an adult at least once a week and more for those who need it. All staff record guided reading session notes using the guided reading sheets linked to objectives and bands. Higher order questioning support materials have been provided to staff to develop questioning within each guided session. INSET has been given on teaching comprehension strategies. Rapid Reader used as an intervention programme for some lower attainers in KS2.</p>
Writing	<p>In KS2 children will learn about and write at least one piece of narrative and a non-fiction piece every term (varies dependent on year group). For KS1 a range of narrative and non-fiction will be completed during the year. Narrative pieces are taught through a ‘talk for writing’ approach using much oral storytelling, drama and story mapping. We have agreed on Talk for writing actions so we remain consistent across the school. Non-fiction writing follows a similar approach. Wherever possible writing is linked strongly to the overall topic/ theme using cross curricular links. KS1 carry out regular extended pieces of writing. For both key stages their ‘end of block’ piece of writing is written independently in an extended session and used for assessment against progressive writing targets. Each piece of non-fiction writing follows a specific structure based on the Sue Palmer skeletons and Alan Peats non-fictional writing</p>

	<p>structures as agreed through Non-fiction writing INSET .Writing toolkits and success criteria are used on a regular basis which helps towards giving children specific writing targets. The children also self-assess and peer assess their writing. Some of the children's stories are published/made into books to share with others. Rapid Writer intervention is used for some low attainers in KS2. Across the Foundation stage children are given various opportunities to do 'mark-making' across all areas of provision, for example through the writing area, role play, malleable, sensory and physical activities. Children use talk for writing and a similar approach to support the writing of a sentence. The children are encouraged to write for a range of purposes, such as, labels and captions, lists, recipes, stories and news. Phonic/sound/keyword charts are available for all children to access in both their independent and guided writing.</p>
Guided writing	<p>Shared, modelled, guided and independent writing integrated within literacy lessons. Guided writing happens in set groups at certain times throughout the writing process (particularly in innovation and invention weeks) focusing on specific needs of each group to move learning forward.</p>
Handwriting	<p>In KS1 children are taught handwriting daily. Handwriting is regularly revisited through phonic sessions. Year 2 link to spelling patterns. In KS2 handwriting is linked to spellings within the No Nonsense spelling when learning specific letter patterns and strings. All children are taught correct letter formation and the letter families. This information has also been sent home to parents. All children are assessed for correct letter formations and issues addressed in groups or on an individual basis.</p>
Grammar and punctuation	<p>We have carried out several INSET sessions on various aspects of grammar with specific focus on sentence types. All staff have received a new whole school scheme of work for grammar and punctuation in line with the new curriculum. We have discussed and agreed on changes in terminology so we remain consistent in our teaching. Grammar is taught both discreetly through our basic skills sessions and integrated into our literacy sessions. Year 2 - 6 SPAG resources are used for assessment consistently across KS2 and year 2. We have produced a Parents handbook based on grammar and spelling strategies and terminology.</p>
Other school initiatives impacting on teaching of English	<p>Talk for writing approach to writing has improved writing levels further. Termly moderation of writing levels which has helped secure consistency across whole school. Alan Peats non-fictional writing structures to be implemented. Further emphasis on spelling due to the introduction of new spelling scheme and dedicated time slots. Accelerated reader to track and monitor progression in reading.</p>
Approach to planning	<p>English is central to our topic planning. In KS2 we study at least one narrative and one non-fiction text type each term. For KS1 a range of narrative or non-fiction will be completed during the year. MTP will give an overview of text types and features to be learnt. STP will provide specific learning objectives; teachers use their daily planning books to adapt lessons and groups as needed. Across the Foundation stage throughout the year, the children will be encouraged to write for a variety of purposes including fiction, non-fiction and recounts.</p>
Intervention programmes	<p>Rapid reader, Rapid writer, small group withdrawal for specific literacy development eg keywords, comprehension skills. Speech and language individual programme, talk boost, where needed. Also, in KS1 there is a daily fine motor skills group if required. Reading support. Booster groups in upper KS2. Extra phonic groups in KS1 if required. In F2 there are a number of intervention groups including, speaking and listening, concentration, phonics and writing. Talk boost in foundation and year 1.</p>

Subject leader monitoring	Monitoring timetable in place and linked to SIP.
Assessment	<p>F2 children are screened once they have finished a set of sounds.</p> <p>Independent pieces of writing assessed against progressive writing targets across both key stages.</p> <p>Book scrutiny.</p> <p>Guided/ individual reading sheets linked to objectives.</p> <p>Benchmarking for reading levels.</p> <p>Accelerated reader tracking reading progress.</p> <p>Optional SAT's used termly for reading.</p> <p>SATs</p> <p>Phonic screening</p> <p>Salford Reading tests</p> <p>Common exception words and statutory words tested.</p> <p>SPAG and reading progress tests half termly (rising stars)</p> <p>Baseline correct letter formation</p> <p>Target tracker analysis carried out which dictates intervention groups.</p>
Target setting	<p>Whole school data analysed to set school and Key stage targets.</p> <p>Target tracker analysis carried out which dictates intervention groups.</p> <p>Individual targets based on ongoing class assessment.</p> <p>Children involved in their own assessment and target setting.</p> <p>KS1 have their own personalised target cards.</p> <p>KS2 children are encouraged to assess their own writing and suggest a target, which is then agreed.</p>
Particular strength in the teaching and learning of English in your school	<p>Talk for Writing.</p> <p>Rapid Reader.</p> <p>Teaching of phonics in foundation and KS1.</p> <p>High standard of children's writing</p> <p>Consistent transition from year 2 to year 3</p> <p>Foundation Stage have a planned early intervention programme for children with Speaking and listening and communication issues and consistent liaison with Speech, Communication, Language service. Trained practitioners deliver specific planned sessions and develop a cohesive approach to pre-reading skills-such as identifying rhyming words, clapping out the number of syllables and sounds, developing a rich expressive vocabulary in small group activities.</p>