

English has a pre-eminent place in education and in society, and it is for this reason that we place the teaching of English at the centre of everything we do. Our overarching aim for English in the Primary National Curriculum and at Warren Wood Primary Academy is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Writing:

At Warren Wood Primary Academy, we aim to develop confident and able writers who are able to produce well-structured, detailed writing in which the meaning is made clear and engages the interest of the reader.

Across the school, each year group focuses their literacy lessons around a text linked to their topic. By studying and exploring the text in a variety of exciting and creative ways, the children learn how different genres are created and use these skills to develop extended pieces of independent work, often across a range of curriculum subjects. The children are then taught (from year 1) to read, edit and improve their writing, learning to identify errors and areas where their sentences could be improved.

Whilst exploring texts in detail and learning about different genres, the children are taught the grammar, punctuation and spelling expectations that are required for their year group. Our children are taught these skills in a variety of ways that allow them to explore and apply grammar rules in their writing. For every piece of extended writing the children complete, they are taught the specific punctuation and grammar skills that are then applied to the work they are completing.

As well as learning to develop the skills needed for writing extended pieces, our strive for excellence drives our high expectations of presentation, with children taught to write cursively aiming to earn a pen license. At Warren Wood, we follow the Twinkl scheme of work for handwriting and use the continuous cursive font.

Reading:

We believe the ability to read is the key to success, and the importance of reading is underestimated. Reading for pleasure can benefit a child's education, social and cognitive development, their wellbeing, and their mental health. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

At Warren Wood, we use reading VIPERS to teach reading comprehension. VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which children need to know and understand in order to improve their comprehension of texts.

Key Stage 1

In Key Stage One, children's reading skills are taught and practised using the VIPERS during whole-class reading sessions.

KS1 Content Domain Reference [VIPER]

1a	Draw on knowledge of vocabulary to understand texts [Vocabulary]
1b	Identify/explain key aspects of fiction and non-fiction, such as characters, events, titles and information [Retrieve]
1c	Identify and explain the sequences of events in texts [Sequence]
1d	Make inferences from the text [Infer]
1e	Predict what might happen on the basis of what has been read so far [Predict]

Key Stage 2

In Key Stage Two, children's reading skills are taught and practised using VIPERS during whole-class reading sessions.

KS2 Content Domain Reference [VIPER]

2a	Give/explain the meaning of words in context [Vocabulary]
2b	Retrieve and record information/ identify key details from fiction and non/fiction [Retrieve]
2c	Summarise main ideas from more than one paragraph [Summarise]
2d	Make inferences from the text/ explain and justify inferences with evidence from the text [Infer]
2e	Predict what might happen from details stated or implied [Predict]
2f	Identify/explain how information/ narrative content is related and contributes to meaning as a whole [Explain]
2g	Identify/explain how meaning is enhanced through choice of words and phrases [Explain]
2h	Make comparisons within a text [Explain]

To help develop our children as readers and to ensure that they are reading and choosing books at an appropriate level, we use a programme called Accelerated Reader (AR). This is where the children can take an online Star Test to work out accurately where their reading level is and the books they can choose. Once they have completed the test, they are provided with a ZPD range, which gives them a range of numbers in which they can select books. This allows them to read at the right level but still be able to select their books. Once they have completed the book they are reading, they complete a quick quiz on a computer which assesses how well they have read and understood the book. This also provides the children with a word count so they can see how many words they have read.

To complement Accelerated Reader, each child also has access to MYON. This is a programme that has a selection of thousands of online books that are linked directly to Accelerated Reader.

Although the children are provided with an opportunity to read at school, it is vital that they read at home. The expectation is that all children read for a minimum of 10 minutes 5 times per week. The more often children read at home, the better it is for their development. Every time a child reads at home, the expectation is that their reading record book is signed. In years 1-4, this should be by a parent/carer and in 5 and 6, the children are expected to record their own reading.

Phonics

At Warren Wood Primary Academy, we follow the Twinkl Phonics programme. This is a phonics resource recognised by the Department for Education. Twinkl Phonics is a fully comprehensive, synthetic phonics teaching programme designed to be used with children from Nursery to Year 2. Delivered through stories and adventures of Kit, Sam and the Twinkl Phonics family, the scheme builds and develops the skills and understanding children need to become effective, independent readers and writers.

Level 1

Level 1 of Twinkl Phonics concentrates on developing children's speaking and listening skills and lays the foundations for all future phonics work.

Level 1 is divided into seven aspects:

A1 – Environmental

A2 – Instrumental sounds

A3 – Body Percussion

A4 – Rhythm and rhyme

A5 – Alliteration

A6 – Voice sounds

A7 – Oral blending and segmenting.

Each aspect contains three strands:

Tuning in to sounds (auditory discrimination)

Listening and remembering sounds (auditory memory and sequencing)

Talking about sounds (developing vocabulary and language comprehension)

Level 2

In Level 2, letters and their sounds (phonemes) are introduced one at a time.

A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

Children are taught that words are constructed from phonemes and that the sounds they make are represented by graphemes. Children learn to blend them to read simple words and segment them to support spelling simple words such as 'sad', 'hot', and 'mess'.

Level 3

New graphemes are introduced one at a time in the following sequence:

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

Level 4

In Level 4, no new graphemes are introduced. The main aim of this level is to consolidate the children's knowledge learnt previously and apply this to two-syllable and polysyllable words such as 'sandpit', 'windmill' and 'lunchbox'. There is also an emphasis on teaching words which have adjacent consonants, such as 'strap', 'start', 'pumpkin' and 'monster'.

Level 5

In Level 5, children will be taught some new graphemes and alternative pronunciations for these graphemes and graphemes they already know. They will begin to learn to choose the appropriate grapheme when spelling. For example, children will already know /ai/ as in 'rain', but now they will be introduced to /ay/ as in 'day' and /a-e/ as in 'make'. Alternative pronunciations for graphemes will also be introduced, e.g. /ea / in 'tea', 'head' and 'break'.

Digraphs: wh, ph, ay, ou, ie, ea, oy, ir, ue, aw, ew, oe, au

Split digraphs: a_e, e_e, i_e, o_e, u_e

Terminology

Phonics – Phonics teaches children to listen to and identify the sounds that make up words. This helps them to read and write words.

Blend – Saying the individual sounds that make up a word and then merging or blending the sounds together to say the word – used when reading.

Segment – This is the opposite of blending. Splitting a word up into individual sounds – used when spelling and writing.

Vowel – The letters a, e, i, o, u.

Consonant – Most letters of the alphabet (excluding the vowels: a,e, i,o,u).

CVC words: Abbreviation used for consonant-vowel-consonant words, used to describe the order of sounds. Some examples of CVC words are: cat, pen, top, chat (because ch makes one sound). Other similar abbreviations include:

VC words, e.g. on, is, it

CCVC words, e.g. trap and black

CVCC words, e.g. milk and fast

Phoneme – A single sound that can be made by one or more letters – e.g. s, k, z, oo, ph, igh.

Grapheme – Written letters or a group of letters which represent one single sound (phoneme), e.g. a, l, sh, air, ck.

Digraph – Two letters which together make one sound, e.g. ee, oa, ea, ch, ay. There are different types of digraphs:

- Vowel digraph: a digraph in which at least one of the letters is a vowel, for example, boat or day.
- Consonant digraph: two consonants which can go together, for example, shop or thin.
- Split digraph (previously called magic e): two letters, which work as a pair to make one sound, but are separated within the word, e.g. a-e, e-e, i-e, o-e, u-e. For example, cake or pine.

Trigraph – Three letters which go together make one sound, e.g. ear, air, igh, dge, tch.

Pure sound – Pronouncing each letter sound clearly and distinctly without adding additional sounds to the end, e.g. 'f' not 'fuh.' Top Tip – It is tricky to say some sounds without the 'uh' sound at the end – like b, d, v and g! Try to emphasise the main letter sound when talking about these letter sounds. Some are easier to say by dragging the sound out, e.g. fffff rather than 'fuh' or mmmmm rather than 'muh.'

Tricky words – Words that are difficult to sound out, e.g. said, the, because.

Year 1 Phonics Screening Check

What is the phonics screening check?

The phonics screening check was introduced in 2012 for all Year 1 pupils in England. It is a short, statutory assessment and is designed to give parents/carers information about children's progress in phonics. It helps to identify whether they need additional support to ensure they are on track to become a fluent reader who can enjoy reading for pleasure and for learning.

When will the phonics screening take place?

The check will take place every June.

English Policies

Please use the links below to access Warren Wood's English Subject Policies:

Phonics:

https://4b89542e-4f56-4437-bf9d-7963bb16274f.usrfiles.com/ugd/4b8954_2169dd2d60b449cb89907cdb5d006311.pdf

Reading:

https://4b89542e-4f56-4437-bf9d-7963bb16274f.usrfiles.com/ugd/4b8954_47f54d70fd3945239ce93a3fa73ab1ab.pdf