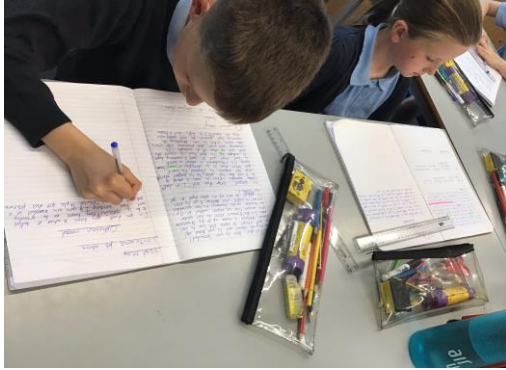


BUILDING BLOCKS FOR SUCCESS

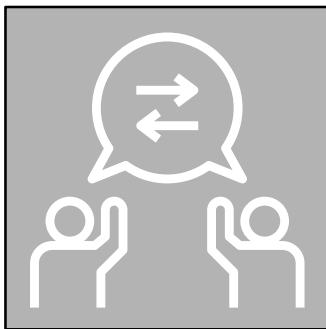
Ensuring a strong start for *all* learners: **English**



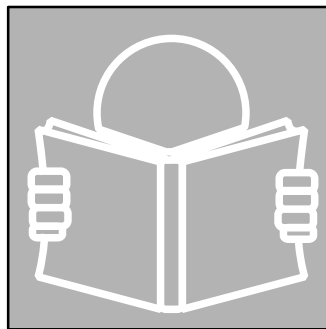
Early education should be ambitious for all, especially those who are disadvantaged. Communication and language skills, educational attainment and health and well-being are all built on strong foundations. If these gaps are not closed in the early years of education, the gap only widens.

At St. Mary Magdalen's we aim to equip all children, without fail, with the knowledge and skills they need to make progress in Reception, through key stage one and beyond.

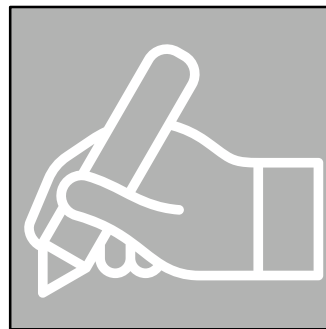
Our early years education provides children with strong foundations so that they can successfully learn how to:



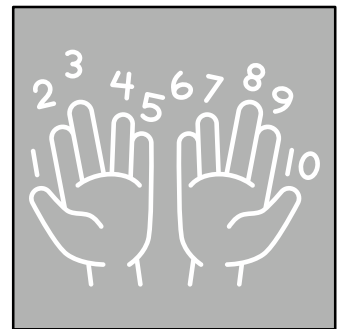
communicate



read



write



calculate

Executive function for learning and well-being

Physical, social and emotional readiness for learning

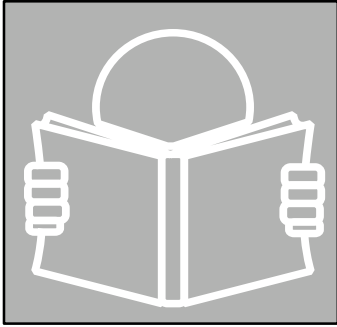
It is crucial for children to develop a life-long love of reading.

Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Writing involves **transcription** (spelling and handwriting) and **composition** (articulating ideas and structuring them in speech, before writing).

At St Mary Magdalen's, we have high expectations for **all** our pupils to gain the knowledge they need for future success. In doing so we spend time identifying precisely what children need to know.

ENGLISH IN RECEPTION



read

Word reading
Comprehension



Reading:

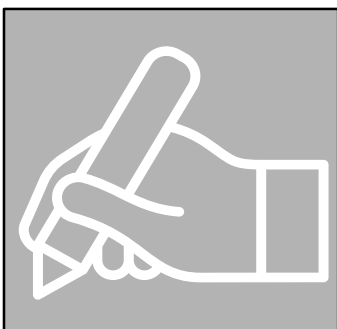
Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Comprehension:

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



write

Transcription
Spelling
Handwriting
Composition

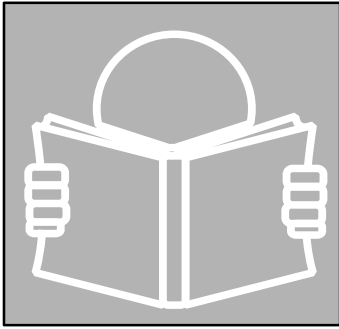


Writing:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

ENGLISH IN KEY STAGE ONE



read

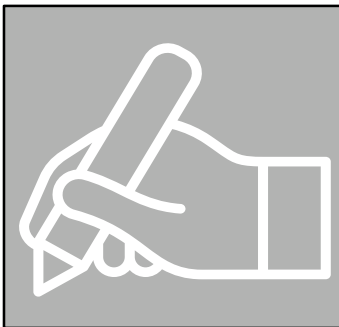
Word reading
Comprehension



It is essential that teaching focuses on developing pupils' competence in word reading and comprehension (both listening and reading). Different types of teaching are needed for each.

Skilled word reading involves both decoding and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is such an important part of the early teaching of reading to our youngest pupils.

Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from discussing a wide range of stories, poems and non-fiction to establish an appreciation and love of reading, and to gain knowledge across the curriculum.



write

Transcription
Spelling
Handwriting
Composition



It is essential that teaching develops pupils' competence in transcription and composition. Writing down ideas fluently depends on effective transcription; spelling quickly and accurately through knowing the relationship between sounds and letters (phonics).

Effective composition involves forming, articulating and communicating ideas and then organising them coherently for a reader. Writing also depends on fluent and legible handwriting.

Writing tasks are broken down into small steps of learning, ensuring that all pupils have the knowledge they need to complete the task well.

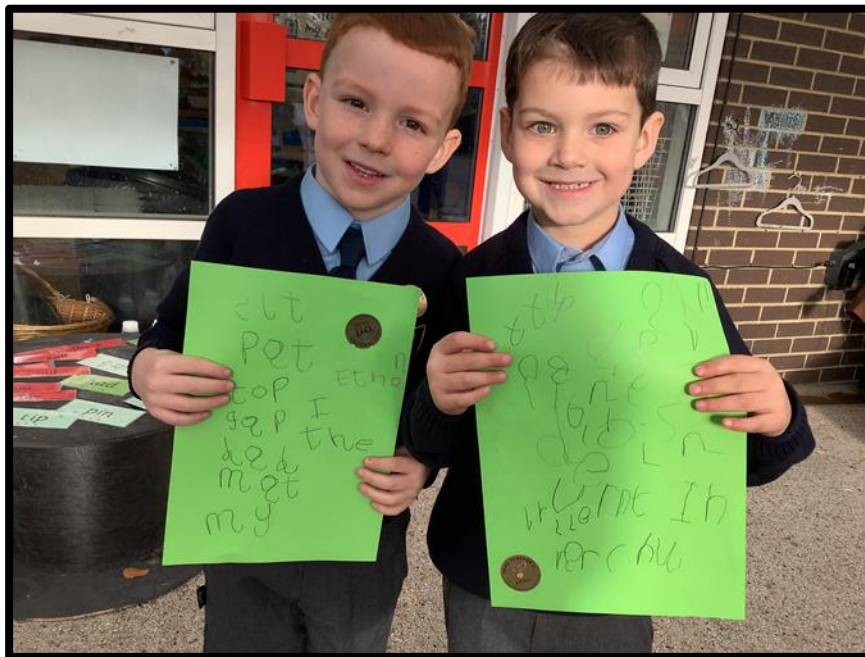
During **year 1**, teachers should build on work from the Early Years, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge they already have. The understanding that the letter on the page represents the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes for common exception words. Pupils should be helped to read words without overt sounding and blending after a few encounters.

Writing typically develops at a slower pace to reading because children need to encode the sounds they hear in words for spelling, develop the physical skill needed for handwriting and learn how to organise ideas in writing. Teachers should ensure that their teaching develops a pupils oral vocabulary as well as their ability to understand and use a variety of grammatical structures.

By the beginning of **year 2**, pupils should be able to read all common graphemes, in familiar and unfamiliar words, accurately and without hesitation. Pupils' reading of common exception words should be secure. In writing, pupils should be able to compose individual sentences orally and write them down. They should be able to spell correctly many of the words covered in year 1 and have phonetically plausible attempts at others not learnt yet, forming individual letters correctly.

Writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex reading (in terms of vocabulary and structure) than they are capable of producing themselves.

WORD READING AND TRANSCRIPTION



We have chosen Read Write Inc because it is a programme structured primarily around the sounds of speech. We know that the children in our school acquire language naturally. Writing systems were designed to represent speech. We understand the importance of following a phonics programme that recognises that our writing system is secondary knowledge and we need to **teach it explicitly**.

Reading and writing are taught in parallel in every phonics lesson. Phonics teaching starts with the language that children acquire naturally - the sounds of their language; it teaches how to read and write them. It works from **speech to print**.

Guiding principles:

- Read Write Inc teaches the essential skills required to become confident readers and spellers: **blending, segmenting, phoneme manipulation**. These skills are taught explicitly and are practised in the context of reading and spelling real words in every single lesson from the very beginning.
- The conceptual knowledge teaches children how our alphabetic code works (all 175 representations/spellings of the 44 sounds of English in the context of real words).
- Teachers are consistent in the language they use from the very beginning, we teach that letters or combinations of letters spell/represent sounds. They do not say or make sounds. The same **consistent approach** is applied from EYFS to Y6. Whether a Reception child is being taught 'mat' or a Y6 child is being taught 'chlorophyll', the language used will be the same; staff will use the same strategies/ language to explain errors when students make mistakes. Phonics skills are built upon throughout the school and resources used are consistent in each class with reference made to the sound charts from EYFS to Y6.

How is the programme implemented?

- Small group teaching ensures all students are appropriately challenged within the lesson. Diagnostic assessment tools are used regularly so that teachers can identify children who need intervention. Analysing and interpreting assessments enables teachers to plan effective interventions, such as extra Fast Track teaching for children needing some extra support.
- Highly structured lessons support consistent practice across school. All adults use the same clear language. Staff cover reading and writing in every lesson and allow for practise. Consistency and repetition reduce cognitive load for students. They become so secure with the daily routine, cognitive attention is on what they're learning and not second guessing how tasks might work.
- Cumulative (everything builds on what has been taught previously) and is regularly repeated.
- Multi-sensory - the children are constantly revisiting:
 - Saying the sounds
 - Seeing the spellings of sounds
 - Hearing the sounds
 - Writing the spellings of sounds

All senses are interacting to enhance that connection between speech and print.

Letter Families

l i t j u y

m n r b p h k

c a d o q g e f s

v w x z

We use letter families, through the Letterjoin programme, to help young children recognise patterns and practise similar strokes. Letter families combine groups of letters that share similar shapes, movements, or starting points. This method also builds muscle memory, making handwriting smoother and more consistent.

Spelling	I can spell words that include the sounds I have been taught
	I can spell common exception words and the days of the week (e.g. the, said, were, school)
	I can name the letters of the alphabet in order and use letter names to when the same sound is spelt differently
	I can spell plural nouns and some verbs by adding -s or -es (e.g. cats/makes, bushes/catches)
	I can use the prefix un- to change the meaning of words (e.g. unhappy, undo, unfair)
	I can spell words ending in -ing, -ed, -er and -est (e.g. hunting, crashed, quicker, freshest)
	I can remember sentences my teacher reads to me and write them down correctly
H	I can sit correctly at a table and hold a pencil comfortably and correctly
	I can write lots of my letters correctly and know which ones to form in similar ways
	I can write capital letters and numbers 0-9

Spelling	I can spell correctly by sounding out words
	I can spell words including words with spellings that sound the same but are spelt differently.
	I can spell common exception words (e.g. because, behind, climb, every)
	I can spell more contractions and words with the possessive apostrophe (e.g. can't didn't/hasn't/I'll, Dad's hair/ the girl's ball)
	I know the difference between homophones and near homophones (e.g. here/hear, there/their/they're, one/won, quite/quiet)
	I can remember sentences my teacher reads to me and write them down correctly
H	I can write lower case letters to the correct size and leave spaces between my words.
	I can start using some of the diagonal and horizontal strokes needed to join letters
	I can write capital letters (and numbers) correctly, making sure they are bigger than lower case letters.



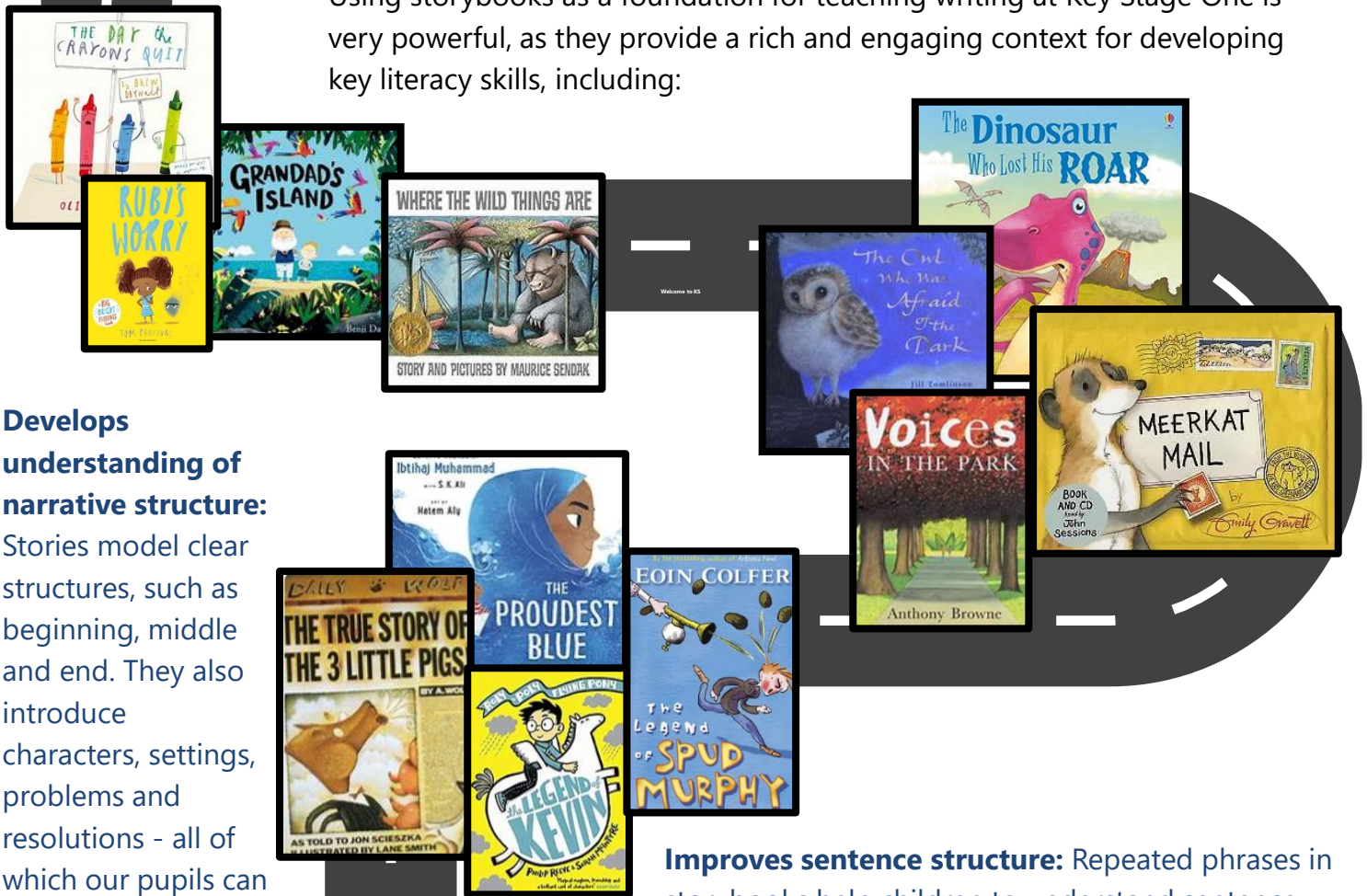
**Year One
to Year
Two**

COMPREHENSION AND COMPOSITION

Our KS1 Journey 



Using storybooks as a foundation for teaching writing at Key Stage One is very powerful, as they provide a rich and engaging context for developing key literacy skills, including:



Develops understanding of narrative structure:

Stories model clear structures, such as beginning, middle and end. They also introduce characters, settings, problems and resolutions - all of which our pupils can emulate.

Improves sentence structure: Repeated phrases in storybooks help children to understand sentence structures from a young age. Sequencing events provides opportunities for children to organise ideas logically.

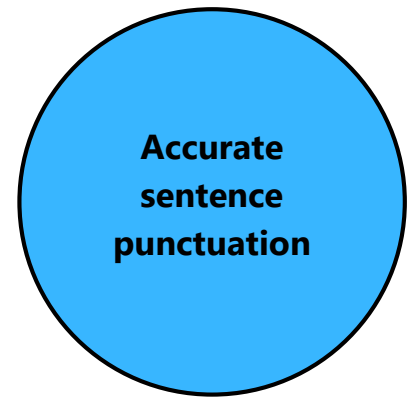


Welcome to KS2

Build vocabulary: Story books expose children to rich and varied vocabulary beyond that which they would use in the every day, helping them to expand their word choices. Words in stories are presented in meaningful ways, making them easier to understand and apply in their own writing.

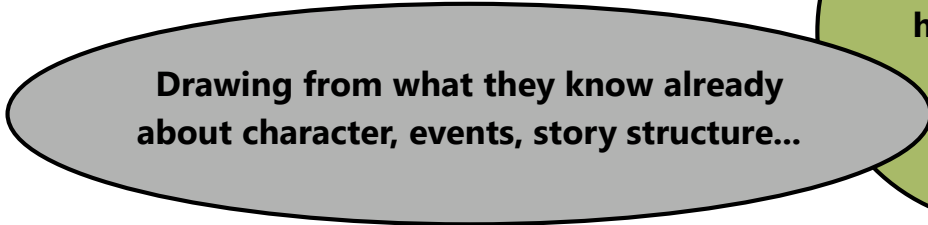
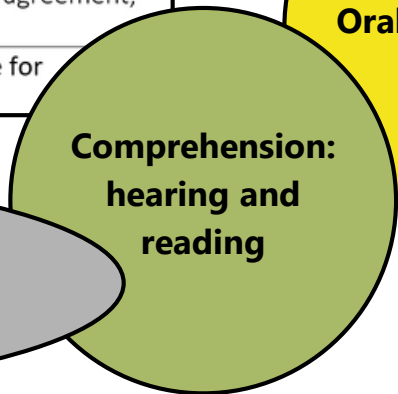
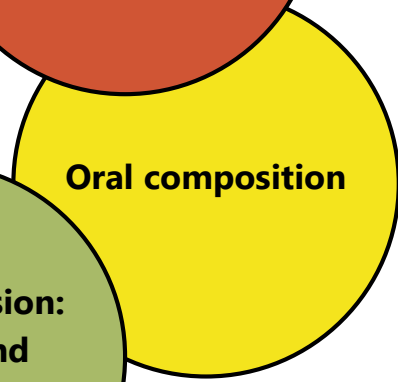
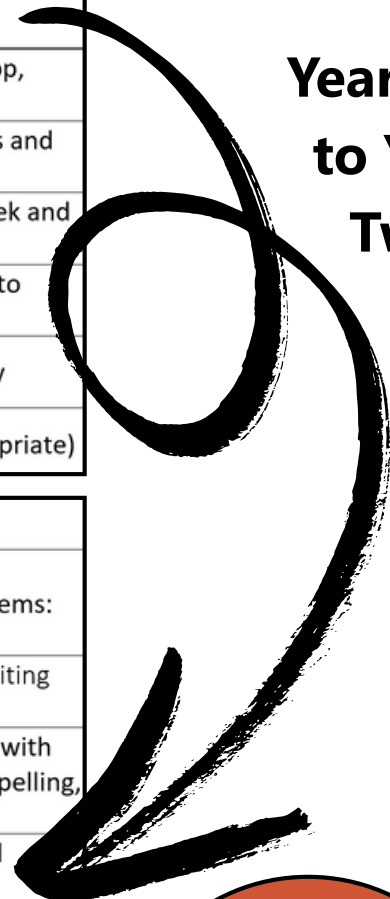
Curriculum links: Stories can draw in elements of other subjects and themes, providing opportunities for broader learning. They can develop cultural awareness and celebrate diversity. Key Stage One have a broad and rich reading spine to ensure pupils are exposed to a range of high quality texts.

Composition	I can understand what a sentence is and recognise sentences in my reading.
	I can say my sentences out loud
	I can write sentences; sequencing them to form short narratives or recount events
	I can write sentences; rereading what I have written to check that it makes sense
	I can discuss what I have written with the teacher or other pupils
	I can leave spaces between words
Vocabulary, grammar and punctuation	I am beginning to punctuate sentences using a capital letter, full stop, question or exclamation marks
	I recognise nouns (singular and plural) as objects, people and places and use them appropriately
	I can use capital letters for names of people, places, days of the week and the personal pronoun 'I'
	I understand the job of an adjective and am beginning to use them to create simple noun phrases
	I recognise verbs as action/doing words and use them appropriately
	I can join words and clauses using and (or, but, so, because if appropriate)



Year One to Year Two

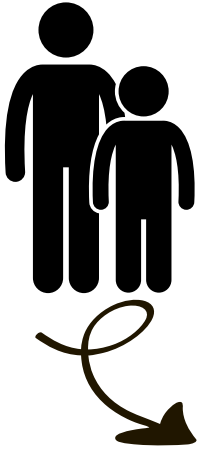
Composition	I am developing a positive attitude towards writing
	I am developing stamina for writing by: writing about my own experiences (real and fiction); writing about real events; writing poems: and writing for different purposes
	I can think carefully about what I am going to write by planning (writing down ideas/key words/new vocab) and talking about my ideas.
	I can make simple changes or add to my writing: after evaluating it with others; re-reading to check that it makes sense; proof reading for spelling, grammar and punctuation
Vocabulary, grammar and punctuation	I can use full stops, capital letters, exclamation/question marks and commas for a list correctly
	I can begin to use statements, questions, exclamations and commands (e.g. You are ready to go / Are you ready to go? / How incredible you are! / Get ready to go.)
	I can begin to use expanded noun phrases to describe and specify (e.g. a deep, dark cave/ one cold night/ the best night of his life)
	I can use suffixes to form nouns, adjectives and adverbs (e.g. -ment/ -ness, -ful/-less, ly)
	I can begin to join clauses using a wider range of conjunctions (e.g. when, if, as, because, before, as well as, or, and, but, so)
	I can begin to use present and past tenses correctly and consistently (including the progressive form) (e.g. I sit/I am sitting, I sat/I was sitting)
	I can begin to follow rules of Standard English (subject-verb agreement, consistency of tense)
	I am beginning to use inverted commas and the apostrophe for contraction and possession (singular) appropriately





Helping *all* pupils to learn

Whilst our work to ensure we are establishing strong foundations for later success will benefit all pupils, it is particularly important for those whose early learning has been limited. In doing so, we follow some key teaching principles.



Role of the adult in developing children's spoken language:

- the rate at which children develop their language depends on the quality and quantity of interactions with adults.
- children start school life with different levels of language understanding and communication literacy.
- where there are gaps, support is needed to develop spoken language



Adults at St Mary Magdalen's:

- notice what children know and can do.
- know the curriculum planning in advance.
- ensure all children (including those who are quieter), experience enough planned and incidental interactions to learn what they need.

Every interaction is a teaching moment.

Role of dictation:

The curriculum for Y1 and Y2 sets out an expectation for children to write from memory simple sentences dictated by the teacher that include words using their current phonics knowledge.

Adults at St Mary Magdalen's:

- use dictation as a regular part of their phonics lessons, supporting pupils to transfer sounds into writing.
- use dictation as part of writing lessons and when supporting pupils to write in continuous provision. This enables the teacher to influence the content of the writing, linking it closely with the phonics knowledge of the child.



Dictation

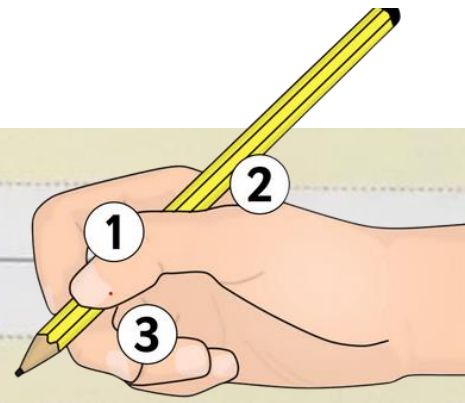


Parent Partnerships:

Involving parents, as the first educators of their child, is exceptionally important to us.

Adults at St Mary Magdalen's:

- engage with parents, informing them of how they can best help their child to progress with their learning. Sharing clarity of expectations and strategies that will help rather than hinder pupil learning.
- Regularly communicate what the children are learning.



Set children up with the skills for success:

Handwriting requires frequent and discrete, direct teaching. Children should be taught to hold their writing implement easily and correctly. Prioritising the physical skill of writing ensures that bad habits are avoided.

- Adults at St Mary Magdalen's:
- support children to correctly hold a pencil, noticing and correcting when incorrect pencil grip is being used.
 - model using tramline books correctly, where appropriate, building muscle memory and making handwriting smoother and more consistent.
 - teach letter families so that young children recognise patterns and practise similar strokes.

Plan for small steps, with enough teaching and practice:

Our curriculum clearly identifies important knowledge to be learned by all children by key points. This helps our teachers know what to emphasise in their teaching and assessment.

- Adults at St Mary Magdalen's:
- provide sufficient teaching and practice so that children are confident with the steps they need to take to be successful in any given task, recognising that some children may need more teaching and practice than others.
 - prioritise effective talk, for all children, to develop their spoken language and rehearse what they want to write.
 - notice those children who may be less involved and actively seek to bring them into the learning.
 - know that some children are at different stages of the same curriculum and can effectively identify when pupils have gaps, providing additional opportunities for teaching to close gaps 'as fast as possible, but as slow as necessary' for those pupils.

<p>By the end of term 2 ... Pupils should be taught to:</p> <ul style="list-style-type: none"> • see 'by the end of term 1' • sequence sentences to create short narrative and non-fiction texts • use adjectives to describe • use 'and' to link ideas and sentences • write simple narratives structured into 3 parts • maintain tense in writing 	<p>By the end of term 3 ... Pupils should be taught to:</p> <ul style="list-style-type: none"> • See 'by the end of term 2' • spell most common words • have an awareness of punctuation • use CL, finger spaces • use some features of handwriting • make improvements to their handwriting • use capital letters for names and personal pronouns
<p>By the end of term 2 ... Pupils should be taught to:</p> <ul style="list-style-type: none"> • See 'by the end of term 1' • use adjectives and expanded phrases • use some subordination (when / if / that / because) • use commas for listing • use the apostrophe for omission 	<p>By the end of term 3 ... Pupils should have positive attitudes to writing and be able to:</p> <ul style="list-style-type: none"> • See 'by the end of term 2' • use the apostrophe for possession • use synonyms and antonyms • write sentences with: <ul style="list-style-type: none"> • capital letters at the start of sentences • question marks and exclamation marks • spelling many KS2 words • writing capital letters for names and personal pronouns • using spacing between words • identifying and using punctuation • using a variety of punctuation