



The Lovelace Way for English

Mission Statement

English and communication are key life skills that play an important role in both education and in society as a whole. At Lovelace, we believe that English is at the heart of all learning. Our aim is to provide pupils with the skills and knowledge to communicate effectively and creatively through written and spoken language, and equip them with the skills to become lifelong learners. Through being taught to write and speak fluently, pupils learn to communicate their ideas and emotions to others with coherence; through their reading and listening, others can respond and communicate back. Reading allows pupils the chance to develop culturally, emotionally, spiritually and socially. Reading a wide variety of texts across the curriculum allows pupils to acquire new knowledge and build on what they already know. In order to participate fully as a member of society, all the skills of language are essential.

We believe that reading is a life skill that every pupil is entitled to. We want children to establish an appreciation and love of reading at all stages of their learning journey. We are committed to sharing high quality and vocabulary rich texts across the curriculum so that children may develop knowledge of themselves and the world in which they live. We encourage our pupils to discover new information and develop their comprehension skills by reading widely using both fiction and non-fiction texts linked to their topics across the curriculum. We are lucky to have a well stocked library, a wide range of books in school and class teachers who have a good knowledge of children's fiction allowing them to select books to read aloud based on personal choices or suggestions from pupils.

Early reading and writing are taught using a synthetic systematic phonics programme called Read Write Inc. (RWI). We begin this in Reception and use the principles of phonics throughout the school. All teaching adults in school have had RWI training and are well versed on the terminology and application of the scheme. RWI pedagogy and resources are used to support children with reading, spelling and writing from the Early Years right up to Year 6, building on the solid communication skills taught in Nursery. The scheme supports learning by providing

children with access to books and Ebooks carefully matched to their level of phonic knowledge. These are used in class and at home. Every classroom has a Speed Sounds chart, relevant to the level of the children's knowledge, and is used to teach children how to use phonics to spell unfamiliar words.

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Intent

At Lovelace Primary School we aim to:

- Promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment.
- Ensure that all pupils read easily, fluently and with good understanding of the text.
- Develop the habit of reading widely and often, for both pleasure and information.
- Ensure that all children acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Encourage children to appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences.
- Develop a clear cursive handwriting script to enable writing fluency.
- Use discussion in order to learn; children should be able to elaborate and explain clearly their understanding and ideas.
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Early Reading and Phonics

At Lovelace early reading and writing is taught using a synthetic systematic phonics programme that is called Read Write Inc. (RWI). This begins in Reception and the principles of phonics are used throughout the school.

In Nursery the children learn to discriminate sound and develop their spoken language skills. Communication skills and early language are the foundations for learning to read and write and are taught through play, adult modelling, quality texts and nursery rhymes.

In Reception the children begin to learn how to represent sounds in reading and writing and learn the letter representations for single sounds such as 's' and 'e' but also more complex sounds such as 'ay' and 'igh'. The children begin to learn these in class from the September they start Reception and move into phonics groups from January in order to practise and learn at the correct pace for each individual. This learning is supported by the use of specific texts in class and by the sending home of RWI reading books. During the writing of these sounds the children are introduced to specific rhymes to aid with their letter formation which are then practised through continuous provision activities.

KS1

In Year 1 the children are assessed every half term and taught in phonics groups from September. These groups are smaller than their usual class size and move through the learning at the correct pace for each child. They are taught more complex sounds such as 'ph' and 'ure' in Year 1. RWI lessons are for an hour daily, are highly structured and follow a familiar pattern each time. The children learn new knowledge, revise previous knowledge, practise using their sounds to read words and reading at speed with no sounding. They practise handwriting and how to use their sounds to help them spell words and how to spell words that they can't sound out. The children then read in pairs, a book carefully matched to their reading level. They read this book several times a week, the idea behind this is that they decode fewer and fewer words each time and read with fluency and expression by the final read. The children are then assigned the same book as an Ebook to practise at home, on Oxford Owl, alongside a RWI Book Bag book at the same level. The children can access any Ebook that has been previously accessible to them on the Oxford Owl platform but cannot read ahead of their ability level. This gives them the chance to rehearse their reading skills and to ensure fluency and comprehension are well founded before moving on to new learning.

In Year 2 the children are aiming to complete the RWI phonics teaching and begin to learn spelling rules such as how to add a suffix to a root word or how to apply apostrophe rules. They are still working in carefully planned phonics groups in Year 2 and move back to being taught in whole class groups in the Summer term. The focus in these sessions is on giving the children the chance to apply their knowledge of phonics

and language to read and write fluently. They will bring home books that are matched to their level of phonics and also have access to a wide range of phonetically decodable Ebooks on Oxford Owl.

In addition to daily phonics, spelling and reading lessons the children in Key Stage 1 also study high quality texts which are the basis for their English lessons. This text may be studied for several days, or even weeks in some cases, and will be used to generate discussion, role play and independent writing. Some texts can also be used to look at other areas of the curriculum such as art and music.

The Autumn term in Year 3 will continue to support and develop phonic skills through the continuous teaching and learning of RWI in order to embed skills further and support the next steps in their reading journey.

Reading

Key stage 1

Reading is taught daily across KS1 and is linked to sounds being taught in phonics. Pupils read in pairs to improve their fluency and expression when reading aloud and read the same title across the week. The same book is also assigned to them as an Ebook to read at home. They also take a further book bag reading book home that is at their correct phonic level. This process continues throughout, and beyond the completion of, the RWI phonics programme. Pupils are encouraged to develop their decoding skills further to support them in accessing a wide range of increasingly challenging texts, whilst also developing their comprehension skills. Autumn term in Year 3 continues with RWI whole class phonics to embed further the skills required to become confident, fluent readers. From Spring term onwards, Year 3 adopt the KS2 planning, as seen below.

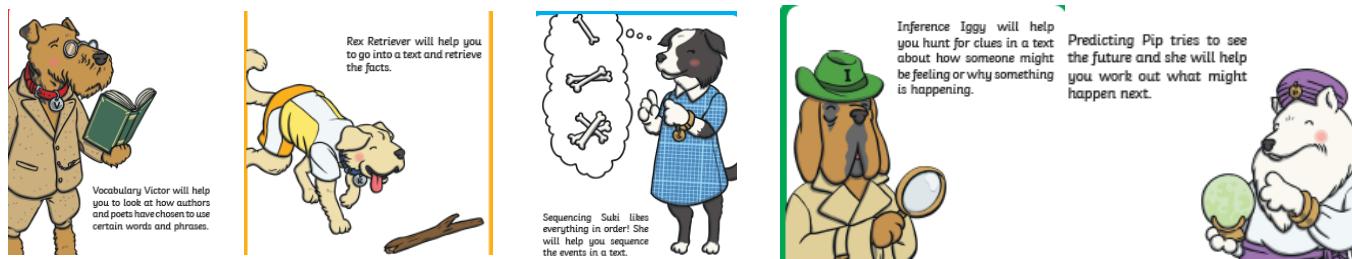
Year 1 planning example:

| Read Write Inc Set 3 Planning: aw, are, ur, ph, wh | | | | | | | | |
|--------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------|------------------------------------|-----------------------------------------------------------|------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------|
| Speed Sounds | | Word Time | | | | | | |
| Sound | Say the sound | Read the sound | Review the sounds | Read the words | Red words/handwriting | Review the words | Spell with Fred fingers | Hold a sentence |
| Review previous sounds: ea, ol, a-e, i-e, o-e, u-e | Say the sound without showing the Speed Sound Card. MTY. Show the Speed Sound Card (picture side) Explain the picture. Say: | Show picture side. Say the phrase. Show the letter side. Say the sound. | Show picture side. Show the new sound in the pack. | Use phonic green word cards: where | Words from previous set 3 lessons and nonsense words. | s-aw d-aw- n i-aw c-r-a w-l p-aw y-aw- n | The cat had a sharp claw. Can you crawl in the straw? | |
| New sound: aw | aw-yawn at dawn |  | aw | | | | | |
| Review previous sounds: ea, ol, a-e, i-e, o-e, u-e, aw | Say one of the words listed on the Speed Sound card in Fred talk. Children repeat in Fred talk, then say <i>whole</i> word. MTY. Choose 3-4 words | Show picture side. Say the phrase. Show the letter side. Say the sound. | Show picture side. Show the new sound in the pack. | Use phonic green word cards: love | Words from previous set 3 lessons and nonsense words. | s-qu-ar e s-c-a-re d-are sh-a-re b-a-re c-care | Will you share your toys? Take care and draw a square in your book. | |
| New sound: are | are- care and share |  | are | | | | | |
| Review previous sounds: ea, ol, a-e, i-e, o-e, ur | Say one of the words listed on the Speed Sound card in Fred talk. Children repeat in Fred talk, then say <i>whole</i> word. MTY. Choose 3-4 words | Show picture side. Say the phrase. Show the letter side. Say the sound. | Show picture side. Show the new sound in the pack. | Use phonic green word cards: come | Words from previous set 2 & 3 lessons and nonsense words. | p-ur-se s-p-ur-t b-ur-n h-ur-t t-ur-n n-ur-se | I went to the nurse with a burn on my arm. It is my turn to hold the purse. | |
| New sound: ur | ur- nurse with a purse |  | ur | | | | | |

Year 2 planning example:

| RWI/PHONICS SESSION – 10:20am | | | Week 22/01/24 | Guided reading activities – |
|-------------------------------------|-----------------------------------------|--------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Character of the week: Vocab Victor | | | Activities | |
| | Revisit/Review | Teach/practice | Apply | Teacher focus group |
| SESSION 1 | Revise set 2 sounds using I say you say | Vowel sound: u-e | Practice writing sound | Throughout the week, listen to pairs reading and check for correct blending when reading aloud. |
| | Red word of the day: sure | Flashcard, green words cube, flute, duke, brute, tune | Share words with sound and write in books | Paired reading - discuss any language/vocab together. Check for blending correctly with new words |
| SESSION 2 | Revise set 3 sounds using I say you say | Vowel sound: e-e | Practice writing sound | Final read, introduce reading skill. Read aloud to class using expression Ask questions linked to reading skill |
| | Red word of the day: sugar | Flashcard, green words these, complete, delete | Share words with sound and write in books | T - echo reading/choral reading to support with fluency Paired reading - re-read book and build fluency |
| SESSION 3 | Revise set 2 sounds using I say you say | Vowel sound: ea | Practice writing sound | Paired reading - re-read book and build fluency |
| | Red word of the day: eye | Flashcard, green words speaker, cleans, beach, teacher | Share words with sound and write in books | |
| SESSION 4 | Revise set 3 sounds using I say you say | Vowel sound: oi | Practice writing sound | |
| | Red word of the day: could | Flashcard, green words spot, coil, joint, appoint | Share words with sound and write in books | |
| | | | Say, hold, write sentences in books | T - read and model expression. Questions linked to reading skill of the week. Paired reading - re-read book and develop expression |

Taught reading skills are focused on key elements of inference, retrieval, prediction, vocabulary and sequencing using the characters below. Teachers choose key children to focus on daily in these sessions. In Year 2, weekly whole class guided reading sessions provide opportunities for pupils to model peer reading aloud, discuss key vocabulary and support comprehension skills through whole class discussions.



Key stage 2

In KS2 reading skills are developed further through the application of daily whole class guided reading sessions. These focus on the same key comprehension skills as Key stage 1, such as retrieval, vocabulary, sequencing, prediction and inference.

Guided Reading in Years 3 (from Spring), 4, 5 and 6 will follow a whole class guided reading model using a variety of texts, both extracts, songs and longer novels or non-fiction. Through this range of texts each year group will follow a reading skills focused long term plan with regular explicit teaching of vocabulary and a reading for pleasure/reader response common thread throughout as outlined below.

| | <u>Week 1</u> | <u>Week 2</u> | <u>Week 3</u> | <u>Week 4</u> | <u>Week 5</u> | <u>Week 6</u> |
|------------------|---------------|----------------------------|---------------|----------------------------|---------------|----------------------------|
| <u>Monday</u> | Vocab | Vocab | Vocab | Vocab | Vocab | Vocab |
| <u>Tuesday</u> | inference | Retrieval and explanation | inference | Retrieval and explanation | inference | Retrieval and explanation |
| <u>Wednesday</u> | inference | Retrieval and explanation | inference | Retrieval and explanation | inference | Retrieval and explanation |
| <u>Thursday</u> | Prediction | Sequencing and summarising | Prediction | Sequencing and summarising | Prediction | Sequencing and summarising |

Legend for columns:

- FICTION:** Monday, Tuesday, Wednesday
- NON-FICTION:** Thursday
- POETRY/SONG/PICTURE BOOK/SHORT FILM:** Friday

What a series of whole class guided reading sessions could include in a week;

- Different type of reading in class; paired reading, choral reading, echo reading, reading aloud and breaking for children to fill in word, reading in turn, silent reading,
- Using RWI terminology such as 'red' (non-phonetic) and 'green' (decodable) words, the complex sound chart and sound buttons to introduce unfamiliar vocabulary giving the children a scaffold to hang the word on
- Use of the learning environment and working walls to build vocabulary banks and use existing phonetic knowledge
- Give the meaning of new words and not asking the class to guess
- Titles, authors and illustrators should be recapped every lesson meaning the children begin to expand their knowledge of quality texts
- Use of the reading spine to provide adequate level of challenge for all children
- Reference to the dogs that help identify the specific comprehension skills of reading
- TA support well deployed to provide support for specific children to access the lesson
- An opportunity to write freely in books and not always on a worksheet

Year 4, 5, 6 guided reading- Week commencing wb 15/01/24

Skills focus: **vocabulary, inference, prediction, retrieval and explanation, sequencing and summarising, compare, contrast and comment, author choice**

| Day | OU | Daily Focus/ key questions / whole class focus | Main tasks: independent/group/ adult led |
|---------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Session 1 Monday | To give and explain the meaning of words in context | <p>Introduce poem and listen to and watch the performance by the poet.</p> <p>Teacher led reading of the extract from the poem as children follow. Show pre-teach vocabulary and discuss and explain meanings.</p> <p>Find and copy. What skills are needed? Model to class and work through examples together on board. Emphasise scanning for the word and locating it within a sentence. Synonyms – what other words could be used. Emphasise importance of accurate copying and word, group of words etc.</p> | Whole class adult led; find and copy vocabulary skills. |
| Session 2 Tuesday | To find, retrieve and record information from a text. | <p>Echo reading of text. Adult read a line and children echo.</p> <p>Whole class model retrieval skills needed. Locate the key words needed to scan for the location. Ensure understanding of question and what exactly it is asking.</p> <p>Repeat process on board together with examples to ensure same key skills are used.</p> | Independent answering retrieval questions. |
| Session 3 Wednesday | To find, retrieve and record information from a text. | <p>Retrieval</p> <p>Recap skills as above.</p> <p>Model process of creating a retrieval question. Choose a line, what would we want to find out, what key words would help the reader to find the correct line?</p> <p>Work in pairs to create a retrieval question and share and answer together as a class.</p> | Work in pairs to create a retrieval question and share and answer together as a class. |
| Session 4 Thursday | Performance | | |

WEEK 1- Fiction

Reading characters introduced in KS1 will continue to be used as a focus: retrieval, inference, summary, prediction, author choice and compare contrast and comment.



Independent reading occurs regularly to support the children in developing a love of reading and reading for pleasure. They are encouraged to discuss a wide range of text types and offer book recommendations to others to become 'voracious readers'

Reading for pleasure

To promote a love of reading in our pupils, every class has weekly access to the well-stocked library to take a book home for enjoyment, with new books displayed on the Book Bar. There are also termly celebratory reading days and regular reading challenges across all key stages to support the pupils in developing a wider knowledge of text types. Alongside this, local library visits are planned regularly and the school provides a termly Scholastic Book Fair to engage families in reading and help provide funds to keep the school library well stocked.



Daily sessions where teachers and staff read aloud are essential for children of all ages to foster a love of reading and allow teachers to model comprehension and reading fluency skills. These sessions often provide an opportunity for the class to engage in book talk, discussing their preferences and recommendations.

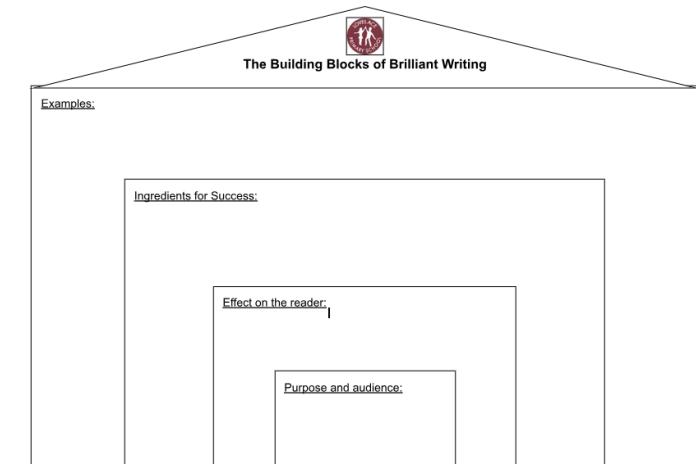
Families are encouraged to read daily and widely with their child. The reading books should be practised but high quality texts should also be read and enjoyed together.

Writing

Across the school, the writing curriculum is based on using high-quality texts to engage the pupils in writing for a variety of purposes, using a range of genres. Texts are studied from 2 weeks to half termly, depending on the text type, length and year group. Each unit of planning focuses on the building blocks of successful writing, which includes the purpose for writing and who the audience for their writing will be, and understanding the impact it can have on the reader. From this point onwards, children are encouraged to consider the different writing ingredients needed to achieve this and have the opportunity to practise these skills before producing their final writing outcome.

The steps to succeed are carefully planned and includes the teaching and practise of key writing skills to support the final writing outcome such as:

- sentence structure
- grammar and punctuation
- spellings and key vocabulary
- planning and editing
- spoken language activities



In EYFS, writing opportunities are in all areas of the learning environment. It is modelled by the teachers and nursery nurses during class inputs and continuous provision to provide opportunities for practice, both inside and outside, that are appropriate to that area, such as planning and designing in the construction area, or writing a menu in the café role play area. There is a focus on developing gross and fine motor skills to support the development of writing skills and letter formation. There are also daily talking opportunities to develop language and communication.

In key stage 1, shared writing across the curriculum is regularly used in the classrooms to explicitly model to the children the process of writing and editing. Children are offered the opportunity to participate with their own contributions to the intended writing outcomes. From key stage 2, writing skills are built upon further to embed good practice, and include the addition of higher level punctuation, editing to improve writing and increased word vocabulary.

Spoken language also plays a key role in the written word. It is an integral part, not only of English, but also of the wider curriculum to encourage self-confidence, imagery and empathy. It is used to stimulate, explore and challenge ideas. It enables children to communicate ideas effectively. It is expected that a range of oracy activities are part of the teaching sequence to support and develop the children's confidence with writing.

Handwriting

We want to prepare children with the essential writing skills to support them in later life. Therefore, our intent is to provide children with the confidence and skills to express themselves clearly using a joined, legible and increasingly efficient handwriting style.

To ensure high quality handwriting skills, every child accesses handwriting sessions to support writing in a neat and legible style. These are carried out as daily 5 minute sessions, with the focus on correct pencil grip, posture and the formation of all letters. Letter formation is taught using the method suggested by the RWI phonics scheme employed at Lovelace, thus giving consolidation of learning and a means to ensure consistency across year groups and phases. Focus is also placed on the sizing and orientation of each letter to support increased fluency.

Additional handwriting practice is applied through spelling practice.

Once children have secured the correct printed formation of each letter, they are ready to learn a pre-cursive style of handwriting. From this point onwards, the correct joining of letters are taught to support the fluency and coherency of handwriting.

Handwriting passports are used as a means of assessment to check the progress of each child with their letter formation. Where needed, targeted groups are planned to further support and improve letter formation, fluency and speed.

| <u>Level 1</u> | <u>Level 2</u> | <u>Level 3</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | |  ABCDEFGHIJKLMNOPQRSTUVWXYZ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Spelling

We understand the crucial role that effective planning and teaching of phonics and spellings has on a child's progress in all areas of the curriculum. We provide children with key spelling strategies to help develop their confidence and motivation when approaching new vocabulary and language. Early spellings are taught through our RWI phonic programme and develops throughout KS1. From KS2, the teaching focus shifts towards spelling strategies and rules. However, there is a continuous focus on the core skills learnt from Early Years as we want every child to be confident to apply their developing skills throughout their primary years.

Key stage 1

Spelling words are linked to the Year 1 and Year 2 common exception word list. They are also part of the RWI phonic sessions, with a new common exception word being introduced daily. These are practised regularly through phonic and writing sessions. Spelling lists are also sent home and checked half termly. Any words not highlighted are those to continue practising. Once most of the words on a list are highlighted, a new set of spellings will be given.

Key stage 2

Spelling words are linked to the Year 3/4 and Year 5/6 common exception word list alongside spelling rules. They will follow a range of daily spelling activities based on the spelling rules in the National Curriculum outside the guided reading session. Lessons will focus on a letter string (e.g. -cious/-tious) or spelling rules and will be discussed in detail. The spelling focus in the classroom will link to the spellings that must be learned at home and are checked weekly. Over the course of a week the spelling rule will be frequently re-capped through the repetition of daily activities and teaching to support learning further and raise the profile of the rule.