

English is the study of reading, writing and speaking and listening; these are core components across the whole curriculum. At Woodland View we understand the value of teaching English in an inspirational and fun way, giving the children exposure to a wide range of fiction and nonfiction. Through our supportive and challenging approach, we aim to provide children with the tools they need to be successful learners and citizens of the future.

We aim for our children to:

- Develop a positive attitude towards English
- Read fluently with expression and good understanding
- Read for pleasure and enquiry
- Write in a range of styles to suit the genre and audience
- Use the correct grammar in their writing
- Broaden their use of vocabulary and their ability to spell words correctly
- Communicate confidently using a range of speaking and listening strategies

## How do we do this?

### Reading

#### How do we promote it?

- ★ There is an engaging and inviting reading corner in every classroom to promote a range of age-appropriate books.
- ★ Every class has a display showcasing their year group's Recommended Reads (from the Pie Corbett range) and physical copies of these books for the children to borrow.



- ★ Teachers read and promote their class reader regularly through the week.

- ★ Our school library, which is open daily to children and parents, also has an extensive range of fiction and nonfiction books. Our designated staff team, Parent Librarians and Year 6 Librarians help to run our busy library at lunchtimes and after school every day, promoting books and organising book-based activities.



- ★ We also arrange regular activities to promote the love of reading. These include author visits, library challenges and dress-up days.



#### How do children progress through the school reading scheme?



- ★ Teachers allow regular reading time for the children.

Across school, children read their school reading books (Rigby Star for FS/KS1 and Oxford Treetops KS2) to adults and their progress is tracked through our school tracking system. Please see Our Phonics Approach to see how reading starts in Foundation Stage.

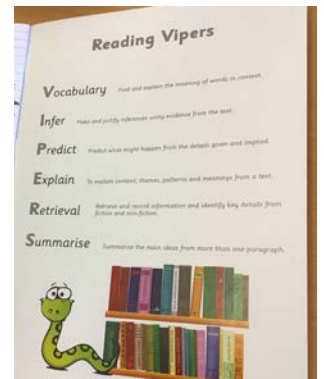
- ★ As well as teachers and teaching assistants, we have 3 Reading Support Specialists who support the children through one-to-one reading sessions, guided reading group sessions, targeted interventions and targeted book clubs. We also have a Parent Reading Support Team who give children extra reads each week, and further develop children's comprehension skills through our VIPERS approach.
- ★ Children are given regular opportunities to read in school, in a variety of individual, group (including Guided Reading) and class contexts which further develop their reading skills.



- ★ Each child from FS to Y3 has a bespoke Reading Record for every term which staff and parents input and check so that our monitoring involves progress at home too. Our Reading Records are bespoke so that key reading messages, such as the Recommended Reads, Phonics sounds, Statutory Word Lists and VIPERS skills, are reinforced at home.
- ★ Our successful approach means that many children in Year 5 become Free Readers before they reach Year 6 and usually all of our children do by the time they finish Key Stage 2.

### How do we teach reading?

- ★ Even in the earliest stages of Our Phonics Approach, children are introduced to comprehension skills through questioning and discussion.
- ★ In Year 1, we incorporate the teaching of comprehension skills in lessons, as well as in group sessions.
- ★ In Year 2, children are introduced to our Reading VIPERS (Vocabulary, Inference, Prediction, Retrieval, Sequence and Summary) comprehension approach. Discrete comprehension sessions are taught regularly through to Year 6, as well as, reading skills being taught amongst writing composition, grammar and speaking and listening focused sessions too.
- ★ The Reading VIPERS are displayed in every classroom and are printed in our bespoke Comprehension exercise books to further reinforce their meanings.
- ★ Our Reading VIPERS comprehension lessons are engaging and skills focused. Teachers use a variety of interesting approaches to deliver reading comprehension skills.
- ★ Teachers are aware of content from the National Curriculum not directly related to the Reading VIPERS (for example, poetry and traditional tales) and ensure this is sufficiently covered in English lessons too.
- ★ Each term, children will complete a Reading assessment test (from our PiXL assessment system) and teachers will record attainment, conduct a Question Level Analysis and informal assessment methods to identify gaps and steer planning.
- ★ Teachers and Teaching Assistants are involved in delivering targeted extra support through interventions based on information gathered in assessments.



### Writing

- ★ English teaching is often linked to children's current theme which helps them to utilise knowledge and skills learnt in other lessons.
- ★ Our whole school genre map ensures that children learn to write in a range of genres across all year groups.
- ★ We often deliver units through whole book studies (*Read into Writing*) where all of the children receive copies of the book to guide their learning.
- ★ We use *Literacy Shed+* as a resource to deliver units based on fantastic texts and short films to inspire the children.
- ★ We incorporate drama and use technology, including our amazing Immersive Room and *Now Press Play* headphone experiences, to deliver activities.
- ★ We focus on age appropriate grammar rules and embed these into daily teaching.



- ★ Our bespoke exercise books include year group specific writing non-negotiables which are reinforced throughout the year.
- ★ Every classroom uses displays effectively to further support the children; these include working walls, helpful resources and great examples of work.





- ★ Vocabulary is further developed through the use of Vocab Ninja books, Word of the Week, and each theme contains subject specific word lists which are incorporated into the children's lessons.



- ★ Each term, children will complete a Grammar assessment test (from our PiXL assessment system) and teachers will record attainment, conduct a Question Level Analysis and informal assessment methods to identify gaps and steer planning.
- ★ Teachers and Teaching Assistants are involved in delivering targeted extra support through interventions based on information gathered in assessments.

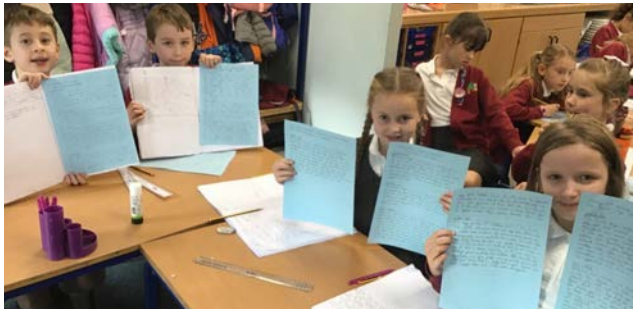
### How do we teach handwriting?

- ★ In Foundation Stage and Year 1, the children follow the Read Write Inc guidance for letter formation and handwriting. Children then learn the joined cursive handwriting style from Year 2 onwards, and regular handwriting sessions enable all children to write neatly in this style.



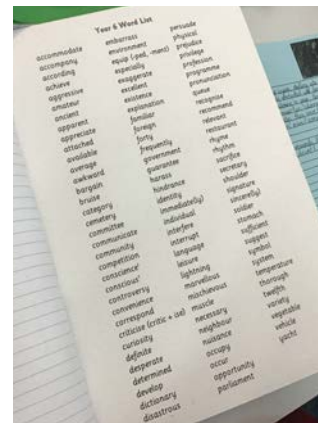
### What are Blue Writes?

- ★ Each term, children produce showcase Blue Writes. A Blue Writes is the outcome of a writing unit where children have learnt how to write in a particular style. This process may include: analysing model examples, learning appropriate grammatical features, taking part in drama activities, planning and drafting ideas, responding to feedback, self-evaluating then producing the final Blue Write piece.



### How do we teach Spellings?

- ★ We use *Spelling Shed* as a scheme to develop the children's spellings in school through taught sessions and games. This online resource is also utilised at home as children regularly play games to further develop their spelling knowledge and understanding.
- ★ Recommended word lists for each year group are printed in the back of our bespoke exercise books so that children can incorporate them into their work.



### Spoken language



- ★ Teachers incorporate regular tasks which allow children to improve their speaking and listening skills.
  - ★ Discussion is used regularly in lessons to enable children to share their views and listen to others. This may be in paired, group or whole class scenarios.
  - ★ Teachers are keen to ask open questions which enable children to debate with others.
  - ★ Drama activities are incorporated into lessons, enabling children to take-on roles, perform and evaluate others' performances.
  - ★ Children often rehearse then present their work to a group or the whole class.

