

2021-22 English Review



Year Six



Children in Year 6 have been encouraged to use a range of oral techniques to present persuasive arguments and engaging narratives. They have been encouraged to participate in whole-class discussions and develop their oracy skills when communicating and exploring their own and others' ideas. Through the art of storytelling, pupils have also developed their oracy skills



Y6 children have been exposed to a wide range of fiction and non-fiction texts which include: Bee and Me, Floodland, Letters from the Lighthouse and a wide range of other engaging texts, all aimed at developing fluency and comprehension skills. Pupils have learnt to identify underlying themes, causes and points of view and they have explored how writers use different structures to create coherence and impact. Children have enjoyed participating in shared reading activities. They have been taught to use a range of different techniques in order to help bring the text 'alive' and make it enjoyable for the wider audience



Writing in Year 6 has taken on many forms. Pupils have written for a number of different purposes and audiences over the course of the year. These include: writing a manual all about themselves and what makes them unique, writing a 'bee' story for pupils in Reception, producing a report about bees for members of the school community, creating a diary from the viewpoint of a Word War Two evacuee and composing a poem linked to our Summer topic – 20th Century War. Throughout these writing projects, children have been taught how to use a range of punctuation and grammatical structures effectively. Your child has also been taught how to use a range of devices, such as conjunctions, synonyms and adverbials of time and place in order to create cohesion in their writing

Year Five



As part of our English curriculum, each child presented an informative and persuasive election speech on a vegetable of their choice. Across our TED debates, children have developed further skills to articulate views on local and global issues, using formal language to fit the purpose. We also developed our skills of presentation to deliver poems as performance pieces to our peers and for Twitter.

with conviction.



Throughout Y5, we have enjoyed a wide range of reading opportunities. Our core class texts: *The Windrush Child*, *The Last Wild* and *No Ballet Shoes in Syria* have given the children opportunities to discuss themes, plot, style and conventions across books. In shared reading tasks, children have developed inference skills to understand subtle meanings in the challenging extracts they have read and should now be writing detailed answers using evidence from the text, to support their thinking. Year 5 children are now expected to retrieve information from factual texts, with increasing speed and accuracy, for knowledge and research purposes.



Over the year, we have produced a variety of writing outcomes to be proud of. Examples include: emotive orang-utan extracts, a chimpanzee leaflet, a factual report on Syria and a journalistic interview on the refugee crisis. We have planned, drafted and edited our work to achieve the highest quality in terms of content and accuracy. In Y5, we expect effective word choices to be made so that our writing is as interesting as possible. We have also learnt to use a wide range of sentence devices this year, including: relative and non-finite clauses, fronted adverbials, strong noun phrases, short dramatic clauses and emphasised points using dashes to create varied and sophisticated writing standards. Use of capital letters, full stops, commas and apostrophe punctuation should be evident and consistent in our finished pieces with some children using semicolons and dashes. Our weekly spelling tests have given the children chance to practise and explore Y5 letter patterns, prefixes, suffixes and other rules which will develop their vocabulary and spelling accuracy.

Year Four



Our shared reading sessions always produce lots of discussion. Children will often take turns to read parts of a text to each other and then share their differing opinions on what they have read. We often take part in drama sessions to help gain a deeper understanding of characters we have come across. As part of our Peace and Conflict topic, we focused on *The Day The Crayons Quit*. The children had to take on the role of a crayon, thinking about the character's behaviour, traits and actions. The children were fully immersed in their characters and produced some entertaining drama - which lead to some fantastic letter writing. Recently, we have had an Oracy themed day around a pair of magic trainers!



The children have enjoyed both reading for pleasure and as part of our shared reading sessions. Our top 3 fiction books we have read are: *The Creakers*, *The Girl who Stole an Elephant* and *Tuamora the Turtle*. As well as fiction books, the children have been exposed to a number of non-fiction reading materials, such as: reports, newspapers, adverts and a number of online materials. This has widened their knowledge of the world and benefited their writing in all subjects. Year 4 have been focusing on: checking that the text makes sense when they read aloud, discussing their understanding, explaining the meaning of unfamiliar words and predicting what is going to happen next. The children have also made inferences about characters, justifying inferences with evidence taken from the text they have read.



In our writing this year, Year 4 have been focusing on writing for a particular purpose. We have found that if the children know why they are writing something, they become much more interested in what they are writing. Well done to those children who have gone home and done extra reading around our writing topics to broaden their knowledge. The children have produced a number of published pieces of work within the different genres. In the Autumn term, your child wrote an autobiography and a tour guide script about local landmarks. In the Spring term, they then produced a persuasive letter, which was sent to other schools and local supermarkets. This term, Year 4 had great fun writing a letter in the role of a crayon based around the book *'The Day the Crayons Quit'*. Within our India topic, after researching, planning and drafting, we produced a collaborative encyclopaedia. Finally, over lockdown, the children produced some fantastic writing to do with climate change on different continents. These outcomes highlighted the great knowledge that had been acquired.

Year Three



In the classroom, the children listen attentively and make thoughtful and perceptive comments during discussions. When asked to talk about their work, they are able to speak with confidence and show good understanding of the topic in question. In group activities, the children work collaboratively by listening to others and sharing their ideas. As a continuance to this, the children are expected to take into consideration other people's views and opinions and treat these with respect. *Speak with conviction.*



The children have continued to develop an interest and enjoyment in reading. There has been a heavy focus on reading for pleasure this year and there has been many a peaceful reading session next to our virtual, roaring log fires. We have widened the children's reading genres and thoroughly enjoyed exploring different text features. The children have spent time deepening their knowledge of prediction, visualisation and their understanding of the meaning behind the text. These skills have been enhanced to new, higher standards through our new reading process of 'whole class reading.' We have read and discussed, which has led to detailed work from our three class texts: 'There's a Pharaoh in my Bath!', 'FISH' and 'Elephant Emergency' - all of which the children have loved exploring. Throughout the year, as part of one to one or shared reading, the children have been encouraged to confidently read with expression, intonation and volume. A love of reading is at the heart of Year Three and we are so pleased that the children this year have shared our passion too.



Throughout the course of this academic year, the children have had the opportunity to write in the style of a number of genres. They have written a detailed narrative through the eyes of an aquatic animal; produced creative ocean themed posters; researched and penned an intensive biography on the highs and lows of Nelson Mandela's adult life and composed thoughtful and empathetic letters to the Ugandan children of NCLC school. During the exploration of these different writing genres, the children have dabbled in various forms of punctuation and grammar, in particular focussing upon the new skills of fronted adverbials, subordinating conjunctions and dialogue. The children have pushed themselves to achieve stunning handwriting, across all subjects, in anticipation of achieving their pen license next year. The children have been highly praised across the school and in the wider community for their exceptionally high standard of written work.

Year Two



In Year 2 we take every opportunity to incorporate Speaking and Listening into our daily curriculum. Children are expected to listen attentively to the teacher and to each other. They have the opportunity to share their ideas and viewpoints with the class and are encouraged to ask and answer questions. All children know to treat each other's thoughts and opinions with respect and kindness. The children had the opportunity to speak about their work as part of a virtual exhibition for our Zaha Hadid DT structures and did so both coherently and confidently. During English lessons, children verbally share ideas for writing and communicate with their peers on how they can edit and improve their work. A highlight of the year saw the children sharing their fabulous Prince and the Pauper stories with the children in Reception.



In Year 2, we are very passionate about reading and are so pleased to have seen the children's enjoyment of reading deepen and expand through a wide range of texts during our Whole Class Reading sessions. 'Have you Filled a Bucket Today?' was our first text in the Autumn term, a lovely book about being kind to others and yourself. We have read about inspirational people from history such as Amelia Earhart, Ada Lovelace and Florence Nightingale. The children have had their views challenged through texts such as 'Amazing Grace' which is about a young girl who dreams of performing the part of Peter Pan. During these Whole Class Reading sessions, the children have the opportunity to either read aloud to the class or to their partner. With both teacher and peer support, they are able to read a text that is beyond their natural independent reading level. The children have also learnt the value of reading and re-reading the same parts over and over to aid familiarity and deepen understanding. Specific reading focuses, such as: vocabulary, inference, prediction, explanations, retrievals and summarisation are all woven into our sessions to help our children to not just read a text but fully understand it.

Reading comprehension tasks of short texts have also been an integral part of our curriculum and have helped aid the children to further their independent reading and prepare them for their reading assessments. Reading for pleasure sessions have seen the children sit back, relax and listen to an adult read our carefully chosen class texts. The children have enjoyed; 'Wind in the Willows,' 'The Owl who was Afraid of the Dark,' and 'Tilly and the Time Machine.' Listening to these chapter books has allowed the children to be exposed to adult levels of volume, pace, intonation and expression in reading, all which model and set higher expectations for their own reading.

All children have been expected to read daily at home, with both year group and school wide incentives to boost this.



In Year 2, the children have had lots of writing opportunities across the curriculum. English lessons are carefully built up starting with reading, dabbling in a variety of grammar and punctuation foci, planning, composing, editing and then finally publishing a piece of writing that has meaning and purpose. In all of our writing this year we have been working hard at making it more interesting to the reader by trying to include a variety of conjunctions, noun phrases, expanded noun phrases, adverbs, contractions and making sure we use the correct tense. At all times we strive to use neat joined handwriting.

The children have produced many pieces of work to be proud of, including writing based on the inspirational story of 'The Boy, the Mole, the Fox and the Horse' to a non-chronological report on the life of the visionary Muslim architect 'Zaha Hadid.' The text 'The Tin Forest' saw the children practicing their visualisation skills and gave them the opportunity to respond to the wonderful illustrations. 'One Plastic Bag' focussed on the real-life work of Isatou Ceesay and although presented as a work of fiction it helped the children realise the reality of real-life issues facing the world in which we live and what we can do to make a difference. Following on from this, the children wrote some beautiful narratives based on the text, 'Bag in the Wind.' The children have shown real stamina in writing at length for our own collaborative versions of 'The Prince and the Pauper' stories which they have thoroughly enjoyed sharing with younger children in Reception.

Year One



Children are encouraged to contribute in all lessons, both independently and through discussions with their talk partner or in small groups. This has taught the children to confidently share their own thoughts and ideas as well as listen and respect those of others. Pupils have learnt to challenge, discuss, oppose and reason in all lessons. The children have practiced speaking to a range of different audiences this year. They have acted out role plays in class, read their work to their peers and performed speeches. *Speak with conviction.*



Year 1 have enjoyed a variety of texts in our shared reading lessons, including stories such as 'The Beegu' and 'Lost and Found' as well as non-fiction texts such as 'I Love Castles'. We have been using the 'Reading Vipers' to help us to explore the texts, looking at vocabulary, inference, prediction, explaining, retrieving and sequencing. Pupils have built upon their Reception phonics, learning alternative spelling of the core phonemes in Phase 5 in order to blend and decode words. They have also learnt to read the Year 1 common exception words. We also enjoy a daily story time in year one.



The children have written in a variety of genres including narrative, poetry, letter writing, speech writing and non-fiction. We have been focusing on the use of capital letters, finger spaces, full stops, using our phonics knowledge and reading back what we have written. We have also begun to practice using question marks and exclamation marks. The children have been learning to plan and draft their writing and then revise and edit it to make improvements, which has supported them to produce fantastic end products of independent work. The 'Beware' posters that they have created were a wonderful example of this and we have been thrilled with the high quality of the children's work this term. In the summer term we introduced cursive writing in our daily handwriting lessons which the children have enjoyed and worked extremely hard at.

Reception



In Reception we focus on embedding listening skills, focusing on active listening and questioning. We play games, listen to stories and put on our own performances. We especially enjoy our circle time discussions, sharing our ideas and practising listening and responding to our friends' ideas. In play we enjoy dressing up, role playing and working as a team, this has developed our skill in social communication. We have built new vocabulary through Word Aware; ensuring we have the words to access the curriculum. with conviction



We have developed our reading skills through daily phonics lessons which help us to hear the different sounds in words. Phonics lessons also help us to recognise sounds and to say them when we see them written down. Every day we read books as a class that we discuss. We talk about the words that we know and words that are new. We are very skilled at inferring how a character may feel and sharing our own experiences that are similar. We enjoy using a wide variety of books to find new ideas and facts. Reading is fun and varied and we all have worked hard to make progress in our own reading skills. Our Shared reading is our favourite time of the day; we all loved Matilda and showed excellent comprehension skills in this longer text. .



As we begin to write in Reception we divide the process into simple stages. We learn letter formation and the fine motor skills required to produce neat writing during our morning skills session. During phonics we have progressed from learning the sounds, to identifying the initial sounds in words, to being able to segment all of the sounds and write the words independently. In our morning sentence time we have learned how to copy, then to form and write a sentence. We have marked and reflected on our teacher's own writing. Finally in our English work we have produced our 'best' writing, where we have created pieces of writing inspired by our experiences and topic work, that draw together all of the skills we have learned.

WWW

- Handwriting program fully embedded, with a positive impact.
- VIPERS used more accurately in daily sessions and Reading for Pleasure is more evident across the school (also supported by our Reading Champions, 20 Reads (KS2) and Daily reads (KS1)).
- Stronger emphasis made on purpose and audience for each writing unit and clearer emphasis on the writing process in books – E.g. Hook, Saturate, Dabble, Plan, Draft, Edit

EBI

- Elements of fluency and echo reading to be included as part of daily reading/teaching.
- Ensure all handwriting practice is evident in work books, not just their handwriting sessions.
- Explore ways in which we can raise the teaching and learning of spelling – Will the new Spelling Shed Scheme help?

The extra work on audience and purpose and further embedding of 'The Write Stuff' approach has had a positive impact on



writing across the school. Final outcomes were further refined to ensure the highest quality.

In response to monitoring of the teaching of reading showing that it wasn't always clear which skill was being taught during each lesson, a new format was introduced to ensure that the children knew exactly which skill was the focus.

Monitoring showed that handwriting needed urgent attention. This was addressed in an age appropriate way across the school ranging from gross and fine motor skill practice in Early Years and Year 1 to further embedded of good letter formation in Year 6.

Phonics score remained high.

Reading score at KS1 and KS2 remained strong.

