

BROOK INFANT SCHOOL AND NURSERY

English Intent

At Brook Infant School, our aim is for all children to develop a love of reading and a hand for writing during their time with us and in order to do this we use inspiring texts as the backbone to all of our learning journeys.

Our hands on and connected approach to learning is in the background of this and we endeavour to make reading and writing concepts more concrete through our thematic learning journeys that are based on quality texts. These texts form the centre of our planning and we spot the teaching and decide how we pull the 'nuts and bolts' learning from the texts to ensure that we are providing the children with quality models for writing. This is also supported with our cross curriculum approach as we explore and rehearse English skills through other subjects.

Centre to our work within the English curriculum is our focus on speaking and listening. We understand that the number of words children know by the age of seven directly relates to their life chances. We also understand that if children cannot speak in complete sentences, they will not be able to write in complete sentences. Therefore, we put a lot of focus in develop the children's speaking and listening skills within the classroom and the wider school, including productions and performances. We also use drama frequently ranging from role play to dramatic devices, such as freeze framing and hot seating. This all helps us to also support our children with developing their confidence, self-esteem and voice projection.

Our progression is developed through this intent as this structure provides the progression, along with our own professional judgement of the questions we need to ask the children at each point.

In terms of Fiction, Non-Fiction and Reading these documents are not laid out in terms of progression but are laid out to show our structured approach to the teaching of these areas of learning.

Phonics

Although we will ensure that children are led through the phases of phonics progression, we acknowledge that they are part of a wider enriched learning environment and we will introduce key elements at the point of need, for example, when words relate to our learning journeys these will be introduced to the children irrespective of their stage.



1

LEVEL ONE

- What can you learn by listening?
- How can you learn to listen well?
- How can you be a word collector?
- How can you develop your confidence with speaking?
- Can you use your voice in different ways?
- What different sounds can you hear in the world around you?
- Can you hear and compare different sounds, such as the noises animals make?
- Can you hear different phonemes in words?
- What different sounds can you make with your mouth?
- What mouth movements help us to make different sounds and phonemes?
- What sounds will you use as part of your story telling?
- What songs and rhymes can you sing?
- Can you feel the rhyme?
- Can you clap along to our words and songs?
- Can you join in with the rhythm?
- Can you hear alliteration in our sentence, story, song or poem?

2

LEVEL TWO

- What do our 19 letters look like and sound like?
- Can you make the pure sounds for each phoneme?
- Can you use the terms 'phoneme', 'grapheme' and 'digraph' confidently?
- What is blending and segmenting?
- Can you orally blend and segment words?
- Can you use your phonemes to blend in your reading of VC and CVC words?
- Can you apply the phonemes you have learnt when writing?
- Can you join in with our reading of Phase Two high frequency/common words?
- What two syllable words have you heard?
- Can you find them in your reading?

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LEVEL THREE

- What letter names can you learn?
- Can you use the terms digraph and trigraph confidently?
- Can you recognise all of the graphemes to help you with your reading and spelling?
- Can you blend to help you with your reading?
- Can you segment to help you with your writing?
- Can you begin to spell the Phase Two high frequency/common?
- Can you join in with our reading of Phase Three high frequency/common words?
- Can you learn to read and spell two syllable words?
- Can you apply the skills you have learnt to write for meaning and for reading?

4

LEVEL FOUR

- How can you develop your grapheme recognition and apply to your reading and spelling?
- How can you apply previous learning to aid your reading and spelling of CVCC and CCVC words?

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LEVEL FIVE

- Can you broaden your knowledge of graphemes and phonemes for use in your reading and spelling through:
 - adjacent consonants,
 - digraphs,
 - trigraphs, and
 - polysyllabic words?
- Can you learn the new graphemes to go with the phonemes taught in Phase Three?
- What alternative pronunciations can you identify and learn?
- Can you begin to select the appropriate grapheme for the phoneme when spelling words?
- Can you begin to develop your 'word specific knowledge' for your spellings?

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LEVEL SIX

- Can you read familiar words by sight?
- Can you improve your decoding by increasing your pace and decoding internally to increase fluency?
- Can you decode new vocabulary aloud?
- Can you use your previous learning and knowledge to improve your spelling?
- Can you use the terms 'prefix, suffix and plural confidently?
- Can you identify the rules around prefixes, suffixes and plurals to aid spelling?
- Can you apply any learnt spelling patterns?



WE WILL ALWAYS ASK:

- Is your spelling phonetically accurate?
- Have you applied the strategies you have learnt, such as segmenting and blending?
- Is there anything in our environment that could help you?



OUR PROMISE IS THAT OUR CHILDREN WILL:

- Experience phonemes and graphemes in the world around them.
- Understand that the skills we teach them through the phases link to wider learning, such as reading and writing?

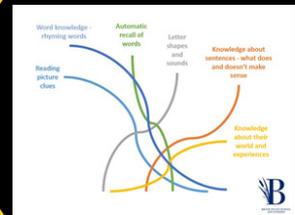
Reading

We want all of our children to read for pleasure and we believe that this starts with us ensuring that the text children are introduced to needs to be language rich.

In reading, our focus is on enabling our children to develop a love of reading and so we use 'real books' to aid our teaching of reading. In line with the government guidance we will ensure that all of our children have access to a reading book that matches with their phonics stage of development, but we will also ensure that in their journey of learning to read, the children are introduced to great literature that is language rich, including fiction, non-fiction and poetry.

When leading group and guided sessions, we differentiate through our questioning rather than through our book provision. We believe that all of our children, irrespective of stage, deserve access to the best quality literature. We do not want any of our children to miss out on quality language and sentence structure because we know that what children are read is what they write.

We will encourage our children to use their phonic learning to aid their decoding of words, however they will also be given many other tools to aid them in their reading journey.



HOW ARE WE GOING TO ACTIVATE OUR PRIOR KNOWLEDGE OF THE TEXT?

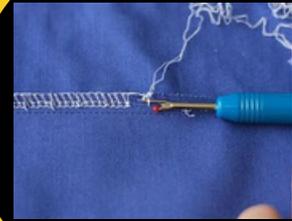
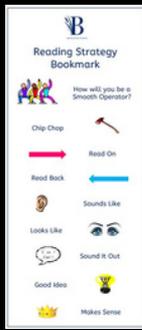
- Have you seen this text before?
- What do you think this text might be about? Why?
- What do you notice about how the text is presented and written?
- What do you like or dislike about it?

HOW ARE WE GOING TO WARM UP THE TEXT?

- How will we set the scene for the text, for example, looking at the front cover and discussing or watching film clips linked to the context of the text?
- What is the context of the text we are looking at together?
- Have you ever experienced ...?

WHAT SKILLS DO WE NEED TO KNOW IN ORDER TO ACCESS THIS TEXT?

- What key or tricky vocabulary do we need to know?
- What predictions can we make?
- What special word or phrase can you touch?
- What is special about these words or phrases?
- What words or phrases do we need to explore further to aid our understanding?
- Does the text have rhyme, rhythm or repetition within it? How can that help you to join in with the reading of the text?



WHAT READING STRATEGIES DO WE NEED TO PRACTICE?

- What can we do when we find a word tricky?
- Have you tried using your phonemes to help you?
- What strategies can we try?
 - Sound it Out
 - Looks Like
 - Sounds Like
 - Chip Chop
 - Read On
 - Read Back
 - Good Idea
 - Makes Sense
- Do the illustrations help you?
- How will our strategy bookmark help you?
- How will you be a 'Smooth Operator'?

HOW CAN WE MOVE ON IN THE TEXT?

- What are the key features of the text?
- What vocabulary and phrases would you like to 'borrow' from the author?
- What can you tell us about the text?
- How can we keep applying our reading strategies to the text?

HOW CAN WE UNPICK THE TEXT?

FICTION TEXT

- What can we tell about the characters and settings?
- What events are happening in the text?
- What has been described about the setting? Could you draw it?
- Does the description match with the illustrations in the book?
- How can we use our skills of prediction, inference and deduction?
- Does the story remind you of any other story?
- Can you retell the story?

NON-FICTION TEXT

- What information can we discover from the text?
- How do the different features of the text help us find out our information?
- What do you think we will find out as the text continues?



WE WILL ALWAYS ASK:

- Can we understand what makes this text so powerful?
- What do you like or dislike about this text?



OUR PROMISE IS THAT OUR READERS WILL:

- Read language rich books.
- Read fiction, non-fiction and poetry.
- Have a language rich learning environment.
- Engage in shared and group reading sessions.

A Hand for Writing

Whenever children express themselves through mark making, their thoughts and ideas must be valued and should be celebrated. This celebration involves both the writer and the audience and therefore well-formed and legible writing is important, but developing a hand for writing should be seen as a developmental process and not necessarily based on age. We know that our young children's hands are still developing and are not fully formed and therefore all of our children need to begin with activities that help their hands develop.

As children develop both physically and mentally they pass through various stages. Each year group will have children from all stages of this development and the teaching of a hand for writing should take this into account.

When focusing on developing a hand for writing, all teaching should involve the whole body and involve a multi-sensory approach. It should also be taught alongside our phonics and spelling learning to ensure that spellings flow out of the pencil because we know that children taught in a multi-sensory and connected way make fewer spelling mistakes.

Our children are allowed to pass through each stage as they become developmentally ready. This means therefore that within any given classroom the structure of the 'Hand for Writing' lesson will vary. This is why we use mainly use blank books with the children as they are not all ready for positioning at the same stage. Teachers can choose to use specially ruled handwriting books when it is appropriate for the children.



HOW CAN YOU DEVELOP OUR GROSS AND FINE MOTOR CO-ORDINATION?

- How does handwriting involve our whole body?
- What can we do to develop our core strength?
- How can we develop our shoulder and pelvic girdle?
- What can we do to ensure we cross our mid-line?
- How can we strengthen the muscles in our hands and arms?
- Can you hold a pencil?
- What marks can you make?
- Can you make our pre-writing movements?
- Can you make the four basic letter shapes that many of our letters are based on ... l c r w?

WHAT LETTER SHAPES CAN YOU RECOGNISE AND FORM USING DIFFERENT MARK MAKING TOOLS?

- Can you recognise that letters represent sounds?
- What different shapes can you make using large arm movements?
- What marks can you make?
- Can you see that our marks have meaning?
- Can you trace, copy and create different letter shapes?
- Can you learn our letter shapes in their families? For example,
 - l t i
 - r n m
 - c a o e
 - w v

AT THIS STAGE THE CHILDREN WILL ONLY HAVE BLANK PAPER.

HOW ARE OUR LETTERS POSITIONED ON A LINE?

- Are you in a comfortable position to write?
- Where do we start and end our writing?
- Do we understand how we use the paper or the whiteboards?
- If writing on lines, do we know where the letters sit?
- Can you remember that all letters sit in the grass, some reach for the sky and some dig into the mud?
- Can you confidently use the words ascender and descender?

AT THIS STAGE, CHILDREN WILL USE LINK GUIDES UNDER THEIR BLANK PAPER OR HAVE A FEINT RULED PENCIL LINE.



HOW CAN YOU LEARN TO JOIN YOUR LETTERS SIMPLY?

- Are you confident with your letter formation?
- How can we join groups of letters together?



HOW CAN WE DEVELOP OUR OWN WRITING STYLE?

- Can you develop a hand for writing style that suits the way you write?
- How will you show that you are ready for writing in pen?



WE WILL ALWAYS ASK:

- Have you started in the correct place?
- Does your writing implement feel comfortable?
- Is there anything in our environment you can use to support you?



OUR PROMISE IS THAT OUR WRITERS WILL:

- Experience mark making in many different ways.
- Experience writing in a multisensory way.
- Understand that we need to develop muscle memory and involve the whole body when learning about letter formation.
- Learn how spellings can flow from the end of the pen if we learn develop our hand for writing through our phonics and spelling work.

Our hand for writing sessions will be short, lively and fun. These sessions should be taught frequently and should incorporate the whole school agreed, child friendly sayings. The sayings help to describe the letter formations.

Each session should involve teacher demonstration involving the whole body and crossing the mid line, with follow up stage appropriate activities. These may involve A4 paper, whiteboards (individual or class), plain tablecloths, easels, sugar paper, sand, Lego, brain gym, sewing, clay, peg boards, PE, play dough, water, follow the path sheets, tracing, sky writing, etc.

Every time children write they should be encouraged and expected to use the correct letter formation, etc., relevant to their stage.

Writing - Fiction

Whenever children express themselves through mark making, their thoughts and ideas must be valued and should be celebrated.

All of our fictional writing should have a purpose and intended audience. The children should all be given the chance to learn from strong models (key texts) and apply this learning to their own writing.

When encouraging the children to write, we prioritise them becoming confident authors and so focus on their ideas and composition. We encourage all of our children to 'have a go' instead of focusing on correctness. In terms of spelling, we value phonetically plausible attempts and we teach children at the point of need.



WHAT KEY TEXT HAVE YOU CHOSEN AND WHY?

- Is the text language rich?
- Does the text offer cross curricular links?
- Does the text allow us to be effective in teaching key writing skills?
- How can we use the images to provoke conversations and questions?
- How can we adapt our environments to immerse ourselves in text?
- What previous knowledge can we draw upon to help us understand the text?

HOW WILL YOU USE DRAMA TECHNIQUES TO BRING THE TEXT ALIVE?

- Can we develop our understanding of the text and characters?
- Can we sequence and retell the story?
- Can we orally tell a story or share our ideas?

IS THE PURPOSE FOR WRITING CLEAR?

- Why are we writing?
- Who is our intended audience?
- What will the end result look like?



WHAT ELEMENTS OF SPAG WILL YOU NEED TO INCLUDE?

- What features does our writing need?
- What grammar knowledge do we need?
- What punctuation so we need to include?
- Is there new vocabulary we need to learn?



HOW CAN WE PROOF READ AND EDIT?

- What is the difference between proof reading and editing?
- What tools can we use to help us?
- Does our writing make sense?
- How can we improve our work?



HOW WILL WE PUBLISH OUR WORK?

- How can our work be displayed?
- Have we achieved our purpose?
- How can we present or perform our work?



WE WILL ALWAYS ASK:

- Does our text remind you of other texts?
- Are there any tools in the environment you can use to support you?
- Can you orally compose your sentence?
- How can you improve your writing?



OUR PROMISE IS THAT OUR AUTHORS WILL:

- Understand the writing process as a whole.
- Be given lots of opportunities for drama and oral storytelling.
- Understand the features of different styles of writing.
- Be immersed in quality and language rich key texts.
- Be given the confidence to take ownership of their work.

Writing - Non-Fiction

Whenever children express themselves through mark making, their thoughts and ideas must be valued and should be celebrated.

All of our non-fiction writing should have a purpose and intended audience. The children should all be given the chance to learn from strong models (key texts) and apply this learning to their own writing.

We acknowledge the important role that non-fiction has to play in the development of all children's reading and writing and therefore we strike a balance across our learning journeys between fiction and non-fiction opportunities.



HOW WILL YOU ACTIVATE YOUR PRIOR KNOWLEDGE?

- What will you add to your collecting sheet?
- How will you sort the statements in the categories 'definitely true, could be true, definitely not true'?



HOW WILL YOU ASK QUESTIONS?

- What are our question words?
- Can you think of a 'who, what, why, where, when or how' questions about your topic?
- Can you turn any of your 'could be true' statements into questions?
- Can you create an open ended question?
- What do you want to find out?
- If you had the chance to meet an expert, what would you ask them?



HOW WILL YOU LOCATE YOUR INFORMATION?

- Where can we find information?
- What is an information book?
- Which parts of a non-fiction text can help us locate information quickly?
- What skills do we need to locate information in a book, from a film, from the internet, from a visit or from an expert?



HOW WILL YOU GATHER AND RECORD YOUR INFORMATION?

- What information can you gather from our living, visual, written and digital texts?
- What visual images will you capture with the iPad?
- Which fabulous facts will you add to your collecting sheet?
- Can you sort your facts using a collecting grid?
- What facts strips will you add to our collection board?
- Can you sort the fact strips into groups?



HOW WILL YOU COMMUNICATE YOUR INFORMATION?

- How will you choose to present your information?
- What technical features does your type of non-fiction require?
- What language and style does your type of non-fiction require?
- How will you group your information into sections?
- What visual images (pictures and film) will you include?
- How will you label the images you choose?
- How will you use other presentation tools such as music, sound effects, moving graphics?
- How will you re-read your work?
- How will you present your work orally?



WE WILL ALWAYS ASK:

- What do you notice about the different ways to present information?
- Can you include a balance of informative and descriptive vocabulary?
- What does good non-fiction sound like?
- What does good non-fiction look like?
- How can you create interesting non-fiction?



OUR PROMISE IS THAT OUR AUTHORS WILL:

- Explore a range of different ways to present information, including:
 - non-chronological reports
 - information leaflets
 - information films
 - information boards
- Experience gathering information from a range of sources, including:
 - living
 - visual
 - written
 - digital