

## **How do we develop our children to become fluent readers, writers and speakers?**

At Tooting Primary School, we are aware of how important it is for our children to be literate, confident users of the English language by the time they leave us for Secondary school. To help our children develop their language skills, we have designed a curriculum that is progressive, challenging and supports all aspects of reading, writing, speaking and listening.

The information below will give you further insight into how English is taught across the school.

### **What is Literacy?**

Literacy involves the teaching of reading and writing plus speaking and listening.

### **When is Literacy taught?**

Literacy is taught during discrete literacy lessons every morning and also embedded in a cross-curricular approach through our half-termly Topics.

### **What is taught during Literacy lessons?**

- Poetry
- Non-fiction
- Recounts
- Non-chronological reports
- Retrieving information from texts
- Reading comprehension
- Talk For Writing
- Narrative
- SPAG
  - word level work: i.e. phonics, spelling and vocabulary
  - sentence level work: i.e. grammar and punctuation
  - text level work: i.e. comprehension and composition

### **What is SPAG?**

SPAG is an abbreviation for Spelling, Punctuation and Grammar. It is taught discretely and interwoven into Literacy lessons. There is now more emphasis in the new curriculum with a separate test for SPAG in the end of KS1 SATS. Children are taught:

- Adjectives, nouns, pronoun, verbs and adverbs
- Past and present tense
- Singular and plural forms
- Statements, commands and exclamations
- Homophones-eg: their, they're, there.

- Punctuation- eg: commas, bullet points, inverted commas, apostrophes, semi-colons, ellipsis, dash and brackets.
- Contraction- eg: had not = hadn't
- Suffixes and prefixes- eg: suffix – joyful, lookeded, crosses. Prefix – untied, misbehave, rewind.

### **What is TFW (Talk For Writing)?**

*“Storytelling waves a spell that binds us all into the world community” Pie Corbett*

TFW is developed by pie Corbett and supported by Julia Strong. At Tooting Primary School we seek to develop our children into thoughtful readers and creative writers and we believe we can do this through the *Talk For Writing* approach.

### **TFW texts used at TPS:**

#### **EYFS:**

- Autumn 1: The Little Red Hen
- Autumn 2: The Gingerbread Man
- Spring 1: The Three Little Pigs
- Spring 2: Naughty Bus
- Summer 1: The enormous Turnip
- Summer 2: The very Hungry Caterpillar

#### **Year 1:**

- Autumn: Monkey See Monkey Do
- Spring: Anne Boleyn's Coronation.
- Summer: Snail and the Whale.

#### **Year 2:**

- Autumn: Lila and the Secret of Rain by David Conway.
- Spring: Michael Recycle.
- Summer: The Magic Porridge Pot from the story tree.

#### **Year 3:**

- Autumn: If I ran a circus
- Spring :The Stone Age Boy
- Summer : George's Marvellous Medicine

### **There are 3 phases within the Talk For Writing scheme:**

- **Imitation:**

Each unit begins with the teacher sharing an engaging, topic related text with the children. They follow the 5 steps, hear, map, step, speak and write. As a class, or in groups, children create actions to accompany the oral re-telling of the story. They also create story maps, using pictures

and symbols, to depict actions and events from the text. Children then explore the key ingredients and language that make the text work and build a tool kit of important features to use when writing their own versions of the text.

### **Innovation:**

- During this phase the teacher and the children begin to change elements of the story, for example; instead of 3 little pigs they might use 3 little squirrels. Instead of building houses they may build nests. This stage begins with shared writing between teacher and pupils and develops into children working with peers to edit and review their work regularly as they re-write their own versions.

- **Invention:**

During this phase the children plan and write their own story based on the text type they have been learning, using the same structure of the example text and the key features they picked out and placed into their toolkit.

Please see the website [www.talk4writing.co.uk/](http://www.talk4writing.co.uk/) for more information.

- **How is reading taught?**

The children have a Guided Reading session every day for 20 minutes which involves a carousel of activities;

- Reading in a group with the class teacher where by all children have the same text to follow.
- A comprehension activity- this involves children reading a text, researching the text and showing their understanding by answering questions.
- Reading for pleasure in the book corner by choosing their own book to read,
- Using ICT linked literacy apps to enhance comprehension skills.
- Researching topics using Non-fiction books.

### **How is reading assessed?**

At TPS we follow the *Oxford Reading Tree* book banding scheme. Every child has a reading book which is suited to their reading ability. This is shown by the coloured sticker on the side of the book (book band). Every half term teachers will 'Benchmark' the children which means they will ask the children to read a text, observing their reading ability then asking them comprehension questions. This will indicate whether or not the child should move to the next book banding level.

### **How is handwriting taught?**

At TPS we follow The Cambridge Pen Pals handwriting scheme. Handwriting is taught explicitly 3 times a week. Please see the handwriting policy for more information.

### **What does a literacy lesson look like?**

- **Starter:** A teacher led session which is an introduction to the lesson. This could be sharing an extract from a text with a specific focus on a language feature, e.g. how the author uses adjectives or interesting sentence starters. Alternatively, it could be the children using their individual whiteboards to identify spelling patterns or working in pairs to edit and improve some shared writing which has been led by the teacher.
- **Group/individual learning:** Following the starter, the children may go into small groups to carry on with learning linked to the 'learning objective' of the lesson. Some groups will work independently and others will have a guided session with support from the class teacher or teaching assistant. All groups will access to an adult throughout the week.
- **Plenary:** Towards the end of the lesson there will often be a 'plenary' where the class teacher will recap on the lesson's learning, present an extra challenge or link in to what the children will be learning tomorrow.

Please note that not every lesson follows a set format; what the children are learning will often dictate the style of the lesson. At times, children will learn outside on the playground, use the halls for drama activities and games, use the IT suite or mobile technology in class plus access video links, film and whatever resource we feel will motivate and enhance learning.

### **How is phonics taught?**

At TPS we follow the *Letters and Sounds* programme to teach phonics. Phonics is a method for teaching reading and writing. From Reception to Year 2 children have a 20 minute discrete phonics lesson every day. In year 1, children are required to take the statutory Phonics Screening test. There are 6 phases within the letters and sounds programme:

**Phase 1:** Developing children's speaking and listening skills. The emphasis during Phase 1 is to get children attuned to the sounds around them and ready to begin developing oral blending and segmenting skills.

**Phase 2:** In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

- Set 1:** s, a, t, p
- Set 2:** i, n, m, d
- Set 3:** g, o, c, k
- Set 4:** ck, e, u, r
- Set 5:** h, b, f, ff, l, ll, ss

**Phase 3:** By the time they reach Phase 3, children will already be able to blend and segment words containing the 19 letters taught in Phase 2. Over the twelve weeks which Phase 3 is expected to last, twenty-five new graphemes are introduced (one at a time).

**Set 6:** j, v, w, x **Set 7:** y, z, zz, qu **Consonant digraphs:** ch, sh, th, ng **Vowel digraphs:** ai, ee, igh, oa, oo, ar, or, ur, ow, oi, ear, air, ure, er

During Phase 3, the following tricky words (which can't yet be decoded) are introduced: he, she, we, me, be, was, you, they, all, are, my, her.

**Phase 4:** In Phase 4, no new graphemes are introduced. The main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk. During Phase 4, the following tricky words (which can't yet be decoded) are introduced: said, have, like, so, do, some, come, were, there, little, one, when, out, what.

**Phase 5:** In Phase Five, children will learn more graphemes and phonemes. For example, they already know ai as in rain, but now they will be introduced to ay as in day and a-e as in make. Alternative pronunciations for graphemes will also be introduced, e.g. ea in tea, head and break.

**Phase 6:** At this stage children should be able to spell words phonemically although not always correctly. In Phase Six the main aim is for children to become more fluent readers and more accurate spellers.