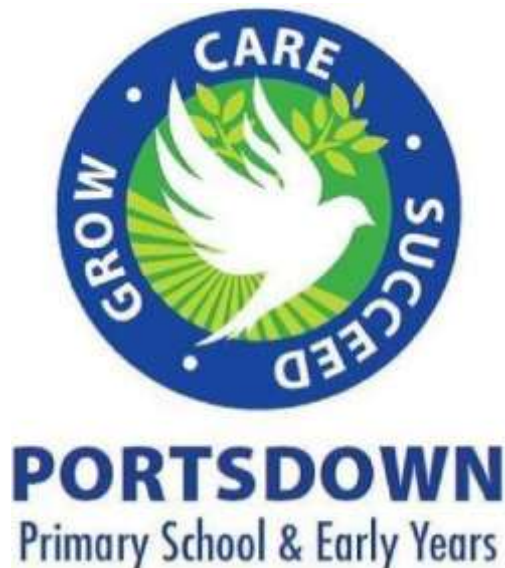


English Information and Guidance Portsmouth Primary School and Early Years



At Portsdown Primary School, we believe that the skills of speaking, listening, reading and writing are some of the most important skills a child needs, to ensure that they can achieve their potential in the future.

We develop these skills through an integrated programme of speaking and listening, reading and writing. Pupils are given opportunities to consolidate and reinforce taught English skills within other subjects to ensure that their learning is embedded and to use these skills to learn about other curriculum areas.

The aim of English teaching and learning is that children:

- read and write with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct
- read for enjoyment by developing fluency, word recognition and comprehension reading skills
- are interested in words, their meaning; develop a growing vocabulary in spoken and written forms
- use basic skills, including spelling, handwriting, punctuation and grammar, and use these in all curriculum subjects
- use the powers of imagination and inventiveness along with critical awareness skills

Subject Organisation

In KS1 and KS2 the English curriculum is delivered following the guidance in the National curriculum in England: English programmes of study (DfE, 2013). Foundation Stage follow the guidance outlined in The Early Years Framework, Birth to Five Matters which was produced with support from the Department for Education. Early Learning Goals ensure continuity and progression from Foundation Stage, preparing the children for Year 1 through to Year 6.

Much of the teaching and learning in English centres around the use of high-quality texts. These have been carefully selected to offer children a wide range of authors to discuss and rich contexts from which to write from.

The main themes that are revisited throughout these texts are:

- Friendship
- Being an Outsider
- Our Relationship with Nature
- Conservation
- Migrancy

The progression of texts studied provides children with opportunities to revisit these themes and build on prior learning.

SPEAKING AND LISTENING

Speaking and listening skills permeate the whole curriculum. Opportunities for children to discuss learning in all subjects is at the heart of our teaching. We value the importance of our children developing effective communication skills in readiness for later life.

At Portsdown Primary:

- children relate to each other, and to the adult world around them, using speaking and listening skills
- speaking and listening skills are emphasised as the primary means by which children relate what they already know to any new knowledge and experiences
- children's achievements as speakers and listeners are as highly valued as other achievements

Teaching Strategies

We enable children to develop speaking and listening skills by:

- the use of effective questioning, which encourages children to explain, justify and expand on their viewpoint
- encouraging them to add, build on, challenge and question each other
- providing opportunities for children to present in front of an audience in a range of contexts
- creating opportunities to recite performance poetry and join in with stories and songs
- encouraging children to re-tell stories, use role-play and drama skills in a range of subjects

- making short videos using technology
- setting up debates and discussions about real life issues
- making children 'experts' in a certain field and allowing them to teach others
- encouraging collaborative work

Progression in Speaking and Listening

Across both key stages, pupils are able to

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes
- express their feelings
- maintain attention and participate in collaborative conversations
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints
- select and use appropriate language for different conversations.
- Using Add, Build, Challenge, Question, like and Summarise actions for discussions.

READING

We enable children to develop reading skills by:

- promoting a desire and confidence to read
- developing fluency in reading
- teaching a range of skills and strategies which will enable them to become critical, appreciative and reflective readers
- encouraging reading for pleasure as well as for a particular purpose
- developing the skill of reading as a writer
- teaching them to use the library effectively
- promoting a home/school partnership in the reading process

Teaching Strategies

Early Reading and phonics

In FS and KS1, we teach children to use their phonics skills as the first strategy to use when they are reading. We follow the synthetic phonics programme 'Little Wandle' and our fully decodable reading books are matched to the progression of this scheme.

Children are routinely assessed for their sound recognition, ability to blend these sounds together and their knowledge of 'tricky words' that cannot be sounded. Children in Year 1 also take the 'Phonics Check' which is a national assessment. Extra intervention and catch-up sessions are organised for any children who have or are in danger of, falling behind age expectations.

Our aim for children's progression in phonics is:

- Year R – For most children to be secure in Phase 3 by the end of Year R
- Year 1 – For most children to secure Phase 5 by the phonics check in June
- Year 2 – For most children to secure Phase 6 and move onto the 'Support for Spelling' curriculum which teaches them about the spelling rules in the English language.

There is additional information about Portsdown's approach to phonics in a separate appendix

Additional development of the teaching of reading includes:

- children are given support and guidance in their selection of books, ensuring that the chosen text is within their capabilities
- children are introduced to a range of literature, contemporary, classic and from other cultures as well as their own, throughout both Key Stages
- children have access to the school library to select books
- children are encouraged to explore tastes and preferences in books while at the same time they are supported to widen the range and breadth of their reading choices
- children practice being reflective readers by talking about their reading
- children regularly read to adults in school
- children take books home to read with parents and use the school's guidance (see separate appendix) for choosing the appropriate level book.

Progression in Reading

Key Stage 1 reading is taught through group Guided Reading sessions, where children read phonetically decodable books at a level that supports them make progress, phonics and through other opportunities throughout the day such as story time and individual reading. Key Stage 1 progress is characterised by:

- Little Wandle Phonics assessments
- familiarity reading a growing number of words accurately and quickly
- using clues to check and confirm meaning

Pupils' developing understanding is characterised by:

- increasing awareness of the range and purposes of print
- growing independence in choosing and reading books for themselves
- growing competence and confidence in reading and understanding texts of gradually increasing complexity

Pupils' developing response to text is characterised by:

- choosing and reading books for pleasure
- the growing ability to express preferences about what they have read

See also our Home School Booklets – Year R to 2 and Year 3 to 6 for information to families

Key Stage 2 progress is seen in pupils' increasing independence as readers, their understanding and response to what they have read and their growing ability to find things out. Reading is taught as part of the English session, through 'Destination Reader' where the class explore a text together and develop reading skills, and through other opportunities throughout the day such as story time and individual reading.

Pupils' understanding is characterised by:

- making inferences using information within a text, including predicting
- summarising the main points of a text
- using appropriate reading strategies and skills when seeking information
- explaining the meaning of new vocabulary
- confident use of information retrieval systems and libraries

Pupils' response to texts is characterised by:

- enthusiasm for reading; ability to express opinions about books
- supporting their views of a story, poem or non-fiction source by reference to a text
- discussing and understanding different ways in which a writer uses language to communicate ideas and achieve effect.

Individual Reading

All children will have at least one individual reading book either from the schools set of phonetically decodable books or the school library. All children will have the opportunity for quiet reading and/or reading to an adult on a daily basis with additional reading time for any children who are working below the expected standard for their age.

Library

The School Library contains a variety Fiction and Non-Fiction books. All children are entitled to borrow at least one library book with their own library card. Once children have become 'free readers', they can borrow two books from the library. Each class has a weekly timetabled slot in the library where they can change their books.

Below is a book progression document that helps children and adults to check that children are choosing an appropriate book level from the library.

Book progression – Little Wandle/phonics books (for phonics focus see Little Wandle)

Book set	Year/Term (Little Wandle)	AR Level
Phase 2 Set 1	Reception Week 4 to Autumn 2	Pale Green (0-1.9)
Phase 2 Set 2	Reception Autumn 2 Cont.	Pale Green (0-1.9)
Phase 2 Set 3	Reception Autumn 2 Cont.	Pale Green (0-1.9)
Phase 2 Set 4	YR Spring 1	Pale Green (0-1.9)
Phase 2 Set 5	YR Spring 1 cont.	Pale Green (0-1.9)
Phase 3 Set 1	Reception Spring 2	Pale Green (0-1.9)
Phase 3 Set 2	Reception Summer 1	Pale Green (0-1.9)
Phase 4 Set 1	Reception Summer 2	Pale Green (0-1.9)
Phase 4 Set 2	Year 1 Autumn 1	Pale Green (0-1.9)
Phase 5 Set 1	Year 1 Autumn 2	Florescent Orange (2-2.9)
Phase 5 Set 2	Year 1 Spring 1	Florescent Orange (2-2.9)
Phase 5 Set 3	Year 1 Spring 2	Florescent Orange (2-2.9)
Phase 5 Set 4	Continued in Year 1	Florescent Orange (2-2.9)
Phase 5 Set 5	Year 2 Autumn 1	Florescent Orange (2-2.9)
Purple	Fluency 1-3	Light Blue (3-3.9)
Gold	Fluency 1-3	Light Blue (3-3.9)
White	Fluency 4-5	Light Blue (3-3.9) Yellow (4-4.9)
Lime	Fluency 4-5	Yellow (4-4.9)
Copper	Fluency 6-8	Red (5-5.9)

Topaz	Fluency 8-10	Red (5-5.9)
Free Reader	Rule of 5	

Destination Reader

This is a planned, whole class way of teaching reading from Year 3 (summer term) to Year 6. It uses the following skills to teach reading:

Inference, predicting, questioning, clarifying, summarizing, evaluating and making connections between their reading.

Little Wandle Reading Sessions – See phonics

Classroom Environment

There are opportunities for pupils to experience print around them through classroom notices, labels and signs. These should take a variety of forms such as single words, handwritten font appropriate to their handwriting stage, phrases and complete sentences. All classrooms have a Book Corner, which allows children easy access to a range of interesting and appropriate books for their age as well as regular visits to the library.

WRITING

We enable children to develop their writing skills by:

- teaching them to use, refine and improve their spelling, punctuation, grammar and handwriting as a means of communicating effectively
- helping them develop and use an increasingly wide vocabulary as appropriate for the purposes of their writing
- ensuring children know the purpose and audience of any piece of writing
- creating stimulating 'hooks' to produce high-quality writing
- giving children ample opportunities to plan, revise and evaluate their writing
- providing opportunities to motivate writing for pleasure

Handwriting - We follow a scheme for Handwriting called 'PenPals'

This scheme is progressive across from Nursery to Year 6. As children progress on their handwriting journey through school they need less use of Penpals.

Using Penpals Teaching and Learning -Handwriting

The following principles are followed:

- Patterns relating to letter formations are first introduced using a variety of tools and multi-sensory methods. This develops free flowing hand movements and muscle strength. Letters are also introduced in varied, multi- sensory sessions such as: writing letters in the air, on backs or hands; orally describing letter shapes and joins with children using 'letter speak'; using a variety of writing materials including whiteboards, chalk, paints, felt pens, crayons, plasticine, cornflour mix, shaving foam etc.
- It is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teacher modelling of handwriting occurs throughout the school day so that children become very familiar with handwritten script.
- Handwriting is practised in the children's English book or on paper with the same size lines.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling. We use the four 'P Checks' as recommended by the National Handwriting Association:



- When marking or writing comments, members of staff use handwriting as appropriate for the year group.
- Teachers model appropriate script for their children when writing.
- Displays around the school and classroom should model age appropriate handwriting as well as other fonts.
- Older children, especially those joining the school, will not be expected to adopt the cursive joined style if they already have a fluent, legible handwriting style.

See also the
Portsmouth Primary School Handwriting Policy

Teaching Strategies

The teaching of writing in the English is supported by the use of high quality texts which are used to create writing opportunities for the children.

Children are taught through:

- well-planned, engaging lessons that model effective writing processes
- quality texts which are used as a stimulus for writing
- varied opportunities to write independently for a range of purposes
- classroom environments that assist and inspire the children
- looking at excellent examples of other children's writing
- supportive resources such as word mats and dictionaries

Progression in Writing

Key Stage 1 progress is characterised by:

- writing with meaning clearly communicated
- a developing vocabulary
- an increasing knowledge of simple spelling conventions and accuracy in the punctuation of a sentence
- the development of a comfortable, legible handwriting style

Key Stage 2 progress is characterised by:

- the ability to write appropriately for a widening range of purposes and audiences
- coherent and grammatically correct sentences which are accurately punctuated and correctly spelt
- the use of a widening and varied vocabulary
- a developing understanding of how writing can be improved
- fluent, joined handwriting

Cross-curricular Writing Opportunities

Cross-curricular opportunities for writing are used across the curriculum as a means of practicing and embedding key skills and as a learning tool in other subjects. Teachers plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Information Technology

Children are given opportunities to use information and communication technology (ICT) equipment and software to communicate ideas and information in a variety of forms, incorporating texts, graphs, pictures and sound as appropriate.

Assessment and Target Setting in English

The progress children make is assessed regularly to improve the quality of teaching and learning by:

- daily assessment during lessons to inform future planning; independent assessment activities to set personalised targets and inform future teaching
- marking and feedback to assess the children's abilities to achieve the learning objective, praising the work and suggesting areas to improve and extend skills
- encouraging children to assess their own and each other's work and suggest improvements
- summative tests in Years 3, 4, 5 and 6
- formal SATs tests at the end of Years 2 and 6
- Little Wandle Assessment every half term

The results of assessments are reported to parents in writing (summer term) and at parents' consultation meetings held in the autumn and spring terms. Progress is tracked to identify next steps in learning. All children have a target 'flap' in their English book with a writing target on it. This forms the child's next small step in writing and is shared with the children and regularly updated.

Adaptive Teaching in English

Teachers plan differentiated activities to support all ability groups, specific individuals or groups of children. Pupils and/or groups of pupils who are under-achieving are identified and steps are taken to improve attainment:

- learning is broken down into achievable steps
- small group and one-to-one support is provided where needed
- advice sought from external agencies where appropriate

- adaptations are made to the physical environment where necessary
- provision of resources to meet individual needs

Most able children are identified and suitable learning challenges are provided, directly linked to enrichment and extension activities, which:

- encourage meta-cognitive thinking within and between subjects
- develop confidence to make informed judgements about learning and methods to improve methods of communication

Equal Opportunities

All children are provided with equal access to the English curriculum. We provide suitable learning opportunities regardless of gender, ethnicity, disability or home background.

Parental Involvement

Parent partnership is highly valued and there are many opportunities for parents to support the teaching and learning of English. Children need their parents' support with homework (reading, E Books, phonics and spelling) and the school encourages parental support through home visits, parents' meetings, parent workshops and home reading challenges.

Library open after school

Inviting parents in to read with children and to see their writing.

Writing photocopies sent home.

Celebrating English

Governor awards, celebration assemblies, use of Facebook, outcome lessons, Book awards (Y1 and 5) outing, author visits, displays, class books, floor books,

Review

This guidance was updated in March 2025 and will be revised each year to reflect any significant changes.

Spoken Language the Early Years Foundation Stage (EYFS): the Nursery and Year R

Spoken Language in the Nursery and Year R is a key part of the 'Communication and Language' area of the EYFS Curriculum. However, Communication and Language underpins the whole curriculum effectively, so elements of spoken language are evident in all areas of the EYFS provision. Within the provision at Portsdown Primary School and Early Years, the children will have a number of opportunities to listen to a range of stories, poems, rhymes, songs, music and other sounds and be supported to respond to these in different ways e.g. through dance or by retelling a story. The children in EYFS will be immersed in a vocabulary rich environment where they will be supported to acquire new vocabulary and to be able to form simple sentences, improving upon their understanding of irregular tenses and plurals and enabling them to communicate their ideas to an increasingly wider audience. They will be supported to hold and initiate conversations, with increasing complexity of turn taking and will have opportunities to develop their abilities to pay attention to more than one thing at a time. They will also be provided with opportunities to improve their understanding of a question or a command where there may be more than one part to it e.g. "Get your coat and then stand by the door." Their understanding of 'why' questions will also be developed and they will develop the ability to ask their own simple questions.

Reading in the Early Years Foundation Stage (EYFS): the Nursery and Year R

Reading in the Nursery and Year R is a key part of the 'Literacy' area of the EYFS Curriculum (although there are also key links to the Communication and Language; Expressive Arts and Design; and Understanding the World areas of the EYFS Curriculum). Within the provision at Portsdown Primary School and Early Years, the children in EYFS will be immersed in hearing high quality stories and non-fiction texts being shared with them and being supported to remember key sections of the texts, retelling (orally and through actions) and discussing their viewpoint on familiar stories and the characters in the texts. The children will be supported to understand the five key concepts about print: that it has meaning; print can have different purposes; we read from left to right and top to bottom (for English texts); the names of

different parts of a book; and page sequencing. They will be supported to develop their phonological awareness so that they can spot and suggest rhymes, count syllables in words and recognise the same initial sound, such as mother and money, before being immersed in reading simple sentences and words with known letter-sound correspondences and, where necessary, a few exception words.

Writing in the Early Years Foundation Stage (EYFS): the Nursery and Year R

Writing in the Nursery and Year R is a key part of the 'Literacy' area of the EYFS Curriculum (although there are also key links to the Communication and Language; Physical Development; and Expressive Arts and Design areas of the EYFS Curriculum). Within the provision at Portsdown Primary School and Early Years, the children will have opportunities to develop the gross motor and fine motor skills required to be able to write, exploring their mark-making and developing their print and letter knowledge in a range of activities and opportunities with the aim to be able to write letters and words (in simple phrases and sentences) by the end of Year R.

Appendix to English Guidance

Phonics Lessons at Portsdown

Every phonics lesson follows the 4 part lesson as set out in Little Wandle.

Revisit and Review

Practice recognition and recall of previously taught letters.

Practice oral blending and segmentation.

Teach

Teach a new sound.

Teach blending or segmenting with letters.

Teach new tricky words.

Practice

Practice reading OR spelling with taught sounds.

Apply

Read or write captions using high frequency or decodable words.

Please also see the Little Wandle/Phonics section on our website

Targets for 2024 – 2025 :

- To ensure a consistent approach to reading at KS2 continues (Destination Reader, fluency interventions)
- To raise attainment in writing by accelerating the progress of WTS writers
- Revise the English curriculum so that there are further opportunities to write in the wider curriculum
- Develop the use of technology to support progress in reading.
- Pupil Interviewing as a method to improve target setting in writing
- Develop the use of spoken sentence patterns across the school. - Oracy Framework in place now for 2025-2026
- Establish a 'Drawing Club' in EY to help improve writing outcomes

Outcomes from 2024-2025:

October 2024 - SH PDM SPLASH/Editing

October 2024 - Book Look - all have target flaps. Target grids are being used to identify new targets for children. Year 6 using conferencing when covered by MH for WTS children in writing.

Spring 2025 - PDM planned to introduce Spoken sentence patterns

Nov 24 - Oracy Framework introduced DC/SB in PDM

Grammar PDM Autumn Term - SB seen evidence of this being using in English Book Look October 2024
Work alongside RC

Introduction of Drawing Club

Summer 2 EYFS staff and SB attended Story Dough training - to be established in Autumn 2025

Just right document created - to enable children to choose books at their reading level.

The book band/library AR scale to support children selecting the correct library book

January 2025 - DC bottom 20% read - all children had appropriate books to take home/book bags

CAW and EMU - writing in other areas of curriculum established in Sep 24 Inset day

All year groups adapted their LT timetable/plan to include Caw and EMU units for writing.

PDM - CAW and EMU book looks - see reports

Handwriting - how is this delivered across the school?

Questionnaire for TAs delivering reading given out in Dec 24. Collated information from this Jan 25

PDM - CAW and EMU book looks - see reports

Jan 25 - Handwriting interventions established for Y5 children led by KS1 TAs

PDM - Grammar Aut 1

PDM Editing from Sarah H Aut 1

DR has been established in all class Y4- 6 as of September. Week One Reading Behaviours taught in all classes.

English Learning Walk (September 2024) demonstrates ABCQ being used.

Oracy PDM - November 2024 - reminder of ABCQ

GB (ECT) attended DR training on 22.11.24 - SB and GB evaluated when Y3 will begin DR - Spring or Summer 2025

Fluency in Action established for small group of children - 3XTA training by SH to support the implementation

See also Springhill feedback

Hollie Gibbins from Milton Park - provided CPD for Y3 teachers and VW in Y4 - see separate outcomes on CPD Log

