



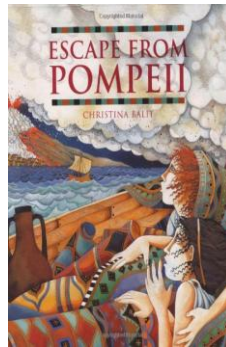
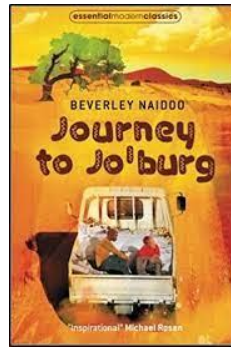
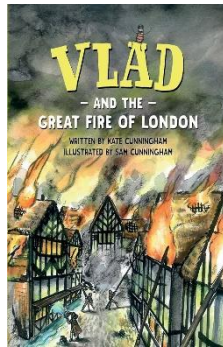
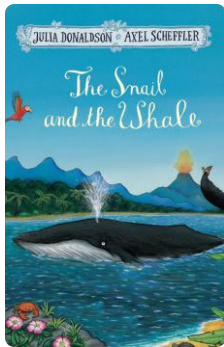
St. Paul's
Cof E Primary School

English at St Paul's



Writing at St Paul's – add new books

- We are passionate about writing at St Paul's.
- We know through pupil voice that the children share our passion.
- We believe in a text based curriculum where children are exposed to: high quality, inspiring, age-appropriate and carefully selected texts.



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Literacy Tree

Thematic Link	Links are made through themes and conventions within significant literature.
Discovery Point	Dramatic conventions support immersion and create a hook with the book to create resonance.
Literary Language	Literary language explicitly taught and applied in writing.
Embedded Grammar	Explicit grammar skills for writing taught in context to be applied purposefully.
Embedded Comprehension	Reading comprehension explicitly embedded through prediction and inference.
Spelling & Vocabulary	Explicit spelling skills are explored and linked to vocabulary acquisition.



Writing – Stages of Writing

St Paul's Stages of Writing



- From year 1 through to year 6 we use the 'Stages of Writing' document.
- Each stage is taught either in a lesson or across a series of lessons.
- The aim is for children to develop an understanding of the methodical approach to understanding, planning and writing a piece of writing.



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Writing – Supporting your child at home

- Good readers make for good writers, read with your child and encourage them to read as well.
- Children model what they see, if they see you with a book they may be inspired to read too.
- Dads. It is proven that boys are inspired to read from a young age by their Dads, get reading!
- Talk about what your child has done at school: 'What stage of writing did you do?', 'Did you use some good features?', 'Did you remember your spelling rule this week?'.



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Handwriting at St Paul's

- All children need to show that they can write in continuing cursive style.
- To ensure that this happens we build it up as follows...
 - EYFS – Basic letter formation.
 - KS1 – Pre-cursive
 - LKS2 – Joined
- This aims to ensure that by the time children get to UKS2 they can write fluently in continuous cursive style.

19th September 2023
Dear Mr Western,

I am writing to you about the urgent matter of sea pollution. I am extremely concerned about the amount of sea animals perishing from the collection of plastic floating on the ocean and the effect it is causing on our oceans. Don't you realise the damage this doing?

Firstly, the amount of sea creatures and birds that are dying because of this is most alarming. I noticed mistake plastic (not good), tortoise's heads get stuck in plastic bags while seagulls and other birds heads get jammed in can holders. These animals could easily die of this.

Secondly, the water becomes bad when the plastic disintegrates into the water. It is fatal for fish, turtles and more when they breathe this. We must do something, mustn't we?

Finally, when fish eat tiny bits of plastic, it blocks up the digestion system and, when caught, we eat the plastic too.

I hope you take this to Parliament. ✓



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Spelling at St Paul's

- We use a research based scheme which runs from year 3 through to year 6.
- The scheme follows the National Curriculum and covers the rules for each year group along with the common exception words.
- Common exception words are words that cannot be decoded using the phonics knowledge due to an irregular spelling pattern e.g. *people*.
- We use spelling shed in weekly spelling lessons and children also have logins allowing them to access Spelling Shed at home.
- Children are set weekly spellings which they are expected to practice at home. They are given a spelling book where they can record their spellings which will feature in a sentence.
- Children's knowledge of the rule is tested in dictated sentences, not in a spelling test. This matches what they would do in KS2 SATs.





Spelling – Supporting your child at home

- As mentioned, children are set weekly spellings which they are expected to practice at home. They are given a green spelling book where they can record their spellings which will feature in a sentence.
- There are full instructions in the green spelling book for the type of sentences we expect along with *Have a Go* strategies.
- There are lists of the KS2 common exception words for your reference.
- Incidental practice of spellings is helpful even if it is a spelling that the children might not be learning this week testing children subtly can help.
- An example might be on the journey to school chanting a spelling in time with your footsteps.





Reading – Why is it important?

- One in four children hasn't reached the expected level of reading by the age of 11. Many of these children will struggle to keep up at secondary school.
- Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.
- Only 35% of 10-year-olds in England report that they like reading 'very much'.
- Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.
- **Reading for pleasure** is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.





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Reading at St Paul's

- We believe that reading underpins every aspect of a child's education.
- At St Paul's we endeavour to instil a love of **reading for pleasure** in every child.
- Children are given access to high quality and age-appropriate texts and we carefully monitor what children are reading.
- We believe that children should be exposed to a range of genres whilst also being encouraged to find genres that they particularly like.
- Staff are expected to read to the children each day and our staff at St Paul's are themselves active readers.
- We are lucky to have a well-provisioned library which we look to regularly update with new texts.
- We work closely with Warwickshire Schools Library Service and also have good links with Usborne Books.



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Reading – In the classroom

- In KS2 we teach three *whole class* reading sessions each week.
- These sessions will focus on a range of genres which can be accessed via: whole text, an extract, song lyrics, animations and film clips.
- The genres covered can be categorised into fiction, non-fiction and poetry and within these there are other sub-categories.
- Each class has dictionaries and thesauruses which children are taught to use in order to support their learning.
- We aim to give children specific time to read their own books each day.





Reading – Progression of skills and fluency

- Similarly to writing we use reading progression maps.
- These break down reading into the key areas such as: decoding, inference and prediction.
- They also look at text types such as: poetry and non-fiction.
- The skills are initially discretely taught, children are then given opportunities to use these skills within their own learning e.g. in maths when solving reasoning questions.

Year 1			
Decoding	– apply phonic knowledge to decode words – speedily read all 40+ letters/groups for 40+ phonemes – read accurately by blending taught GPC – read common exception words – read common suffixes (-s, -es, -ing, -ed, etc.) – read multisyllable words containing taught GPCs – read contractions and understanding use of apostrophe – read aloud phonically-decodable texts	Inference	Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.
Range of Reading	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Encouraged to link what they read or hear read to their own experiences.	Prediction	Predict what might happen on the basis of what has been read so far or implied.
Familiarity of texts.	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases.	Authorial Intent	Explain how a writer creates particular effects on readers e.g. humour, sadness.
Poetry and Performance	Learn to appreciate rhymes and poems, and to recite some by heart.	Non-Fiction	Discuss that non-fiction books are factual.
Word Meanings	Discuss word meanings, linking new meanings to those already known.	Discussing Reading	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
Understanding	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	Decodable Books	tbc



Reading – Supporting your child at home

- Listen to your child read as often as you can.
- As your child gets older and may not want to read to you discuss what they are reading.
- Read the books your child reads and discuss with them, 'What did you think?', 'Do you think this character was bad?', 'What do you think will happen next?', 'Where is the story set?', 'Can you give me a quick summary of what you have read?'
- Model good reading to your child.
- Give them access to books, there are lots of local libraries, magazine subscriptions, audio books.



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Vocabulary

- We track children's level of vocabulary from EYFS onwards.
- Giving children exposure to varied language is vital.
- Teachers should be (and are) modelling vocabulary to children in lessons.
- Good vocabulary and understanding of words go across the curriculum.
- In all subjects there will be a focus on specific vocabulary.
- There is a heavy focus on vocabulary in KS2 SATs.



advesperate

Verb: to darken or to draw towards evening

The day began to **advesperate**: the sky darkened, workers hurried home, fires were lit and curtains were drawn.

Another word borrowed from Latin:
ad means to or towards and **vesper** is an archaic word for evening.



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KS2 SATS

- Occur early May of year 6.
- Tests cover the curriculum from KS2.
- Children will have tests in maths (3 papers), reading (1 paper) and grammar, punctuation and spelling (GPS) (2 papers).
- Children will either be working towards the expected standard (WTS) or working at the expected standard (EXS).
- Greater depth (GDS) is not officially reported.
- Writing is teacher assessed and children can either be WTS, EXS or GDS.

