English

How we teach English at Beighton Nursery Infant School

English

The National Curriculum states that English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Beighton Nursery Infant school, we strive to ensure that children get the best possible start to their education. We want all of our children to be capable readers, writers, spellers and speakers, who can transfer their English skills to other curriculum areas and who are prepared for the next phases in their education

Spoken Language

At Beighton, we recognise the vital importance of spoken language in our pupils' development. Therefore, oracy has a central place in our entire curriculum beginning in Nursery. Children at Beighton are always encouraged and supported to speak in Standard English and our children can articulate their thinking and ideas clearly. Opportunities to talk come in all areas of our curriculum as this is recognised as a key tool to support children in their development and learning.

In all curriculum subjects, an importance is placed upon the explicit teaching of vocabulary and language. This is built upon as children move through our school and teachers have extremely high expectations of pupils' spoken language. You can see examples of this progression of vocabulary on our curriculum pages.

Some of the strategies and interventions we use to support the development in this area are..

- Rainbow Talk
- Word Aware
- WELCOMM

A love of reading

Reading unlocks the whole curriculum and future learning depends upon it. We are very passionate about childrens' literature and creating a life-long love of reading for children.

The first part of a child's journey towards being a successful reader starts when the child is a baby and is listening to stories and rhymes. This encourages a love of language and stories and develops the child's vocabulary and understanding of language, as they start to become familiar with what words mean and what they look like.

At school children will learn the fundamental skills of reading through the high quality teaching of systematic phonics. Our teachers continue to build on this through daily story time. We place paramount importance on providing opportunities for children to listen to fluent, expressive reading of stories, poems and non-fiction.

We provide purposeful cross-curricular reading where children are given regular opportunities to practise the skills they have learned throughout the day and they are expected to read regularly across the curriculum in a range of contexts and with confidence.

Alongside this we use our Top 10 books to immerse children in a wide range of rich and varied texts, exposing them to ambitious vocabulary and a rich literature heritage. Children start school with varied exposure to vocabulary and a wide range of oral language skills. We recognise that vocabulary matters to academic success and life chances and therefore we teach ambitious vocabulary systematically through Read, Write, Inc. and across the curriculum. We provide experiences to widen children's vocabulary at the earliest stages of their lives within a language-rich environment. Each class has a Reading area to support your child in developing a love for reading.

Mystery Reader

Every Friday parents and carers are invited to volunteer to be a 'Mystery Reader'. Parents come into school at 2.45 on a Friday to read to the class, some even bring props!! Children are not told who the mystery reader will be. It is an amazing experience and children love it.

Reader of the Week

Each week a child will be selected from each class as the 'Reader of the Week'. They then get to take home a special bag containing 1 of their top 10 books to read at home for the following week. Children write in a little book about their time with their book and what they loved about the story.

Read Write Inc

At Beighton we **use the Read Write Inc**. (**RWI**) phonics **programme** to get children off to **a** flying start with **their English**. Read write inc. is a complete literacy programme for children from Reception that teaches reading and writing through a systematic approach rooted in phonics.

RWI is taught daily in small groups from the term before children move into Reception until Year 2, when they demonstrate they can read confidently, fluently and with good comprehension.

Read, Write, Inc. - How does it work?

In Nursery the main focus is reading stories and rhymes to children and developing their language.
Stories and Rhymes are carefully planned to give children the opportunity to hear these over again, in order to build familiarity and understanding. Once the children know a story very well, opportunities are provided for children to role-play these in provision.

Opportunities and small group sessions are provided throughout the day to ensure children talk as much as possible. To support children's language and vocabulary development we use strategies such as word aware, rainbow talk, oral stories and story dough.

Children will also engage in lots of speaking and listening activities which will in turn teach them how to 'orally blend' (**listening to and saying** the sounds and blending them into words, not reading them). You can help your child to orally blend by saying out loud the letters **"c-a-t"** and children should respond by blending the sounds into the word and saying the whole word **"cat".** Children then learn to read words by blending the letter/sounds that are in the Speed Sound sets. We call this 'Fred Talk'.

Fred Games

Speaking like Fred helps children to understand that words are made up of sounds. Use Fred Talk throughout the day to help children practise blending sounds together.

Fred says…

1. Say: Fred says put your hands on your h-e-d. Ask children to repeat. Pause to allow children to jump in with the whole word and do the action.
2. Say: h-e-d, hed. Ask children to repeat.

Repeat with: b-a-k, t-u-m, l-e-g, h-a-n-d, f-u-t, n-ee, r-u-n, s-k-i-p, h-o-p, s-t-o-p

Fred I spy

1. Say: Fred says 'I spy something r-e-d' Ask children to repeat. Pause to allow children to 'jump-in' with the whole word and point to something red.
2. Say: r-e-d, red. Ask children to repeat.

Repeat with: b-l-oo, g-r-ee-n, b-l-a-k, b-r-ow-n

Fred's fridge

Milk m-i-l-k, juice -j-oo-s; cream c-r-ee-m; eggs e-g-s; corn c-or-n; grape g-r-ay-p; pear p-air; peas p-ee-z; leek l-ee-k

Fred's wardrobe

Scarf s-c-ar-f; hat h-a-t; coat c-ow-t; socks s-o-c-s; shorts sh-or-t-s; dress d-r-e-ss; skirt s-k-ir-t

Use Fred Talk for single syllabic words at the end of sentences throughout the day.

E.g. It is time for l-u-n-ch…lunch, come and sit on the f-l-oor…floor.

Our daily RWI lessons start as shorter sessions for our children in Reception and develop into hour long lessons that incorporate elements of guided reading. RWI books are used which match children's phonic knowledge. Within these lessons children will also engage in writing activities to develop Spelling, Punctuation and Grammar (SPAG) skills along with activities that develop reading comprehension. Children are assessed regularly and grouped according to their reading level. They work in small groups with a teacher or a teaching assistant who has been fully trained in the RWI programme. They learn the sounds that they need to know and practise blending and segmenting skills for reading and writing using 'Fred Talk'.

At the end of each half term the children will be assessed again by the Reading Leader and selected trained staff to check progress. They will then be re-grouped to ensure that they are being sufficiently challenged and supported. If children are not making expected progress they will access tailored 'catch-up' sessions.

Reading

The children:

- Learn 44 sounds and the corresponding letters/letter groups using simple picture prompts
- Learn to read words using Fred talk and sound blending
- Read from a range of storybooks and non-fictions books matched to their phonic knowledge
- Work well with partners
- Develop comprehension skills in stories by answering 'Find It' and 'Prove It' discussion questions

https://schools.ruthmiskin.com/training/view/f0orqf4p/qccJcCiH

Writing

The children:

- Learn to write and form the letters/letter groups which represent the 44 sounds with the help of fun phrases
- Learn to write words by using Fred Talk
- Learn to build sentences by practising sentences out loud before they write
- Engage in writing activities to develop Spelling, Punctuation and Grammar (SPAG) skills

Talking

The children

- Answer questions about the stories
- Practice every activity with their partner
- Take turns in talking and reading to each other
- Develop ambitious vocabulary

The Power of Reading

When children have completed the RWI programme they will move onto CLPE's The Power of Reading. The Power of Reading is a whole school learning and teaching approach which engages teachers and children in the literacy curriculum through using high quality books and proven teaching approaches. The project offers multi-layered professional development drawing on Centre for Literacy in Primary Education's (CLPE's) highly regarded classroom-based research and experience of working with teachers. The Power of Reading project combines the use of outstanding books for teachers and children with an approach to teaching the English curriculum that is creative, engaging and develops a love of literacy. The Power of Reading resources enable our teachers to contextualise language, grammar, phonics and spelling in meaningful ways and plan for progression, enabling children to work at greater depth in both reading and writing. The Power of Reading meets all requirements of the English national curriculum.

Reading at home

Reading at home is the most valuable experience you can provide your child; reading with them and reading to them. When your child starts RWI lessons (early within the first term of reception), they will bring home three books which each serve a different purpose;

1. A Love for Reading Book (this is to encourage family reading time so children can hear fluent, expressive reading). Children will visit the Library each week and choose this book.
2. Their Phonic Group reading book (or sounds and green words when they first start reception) children will have read this book three times with their phonic group before bringing it home to share.
3. A Book Bag or non-fiction Book (matched directly to their phonics - this one needs to be read at least three times a week).

There is a useful letter in your child's reading pack' that provides more clear, detailed information on the purpose of the three home reading books and how you can support your child's reading journey at home. We hope you find this useful. Please contact school if you need any additional support or guidance - we are here to help!

Useful link for parents

https://schools.ruthmiskin.com/training/units/56

Please see website for some helpful parent information links and documents: