

English Intent

Our ambition at New Hall is for all pupils to love English for life. We strive to work collaboratively to develop a wide range of speaking and listening skills to equip pupils for their future. Being caring individuals means that children clearly communicate their thoughts and emotions to others whilst respectfully receiving and challenging different ideas from their exploration of texts and their peers. Quality literature is at the heart of our English curriculum, in which we develop children's creative minds through instilling a love of reading that will continue throughout their lives. Through teaching the children to become performance and 'in the moment' active readers we provide them with the tools to comprehend with confidence. Our writing cycle equips the children to write clearly, accurately and coherently across the curriculum, whilst also providing the children with the tools to express their creative minds. Children are expected to use their critical thinking to articulate and reflect upon their understanding and progress. All of this will enable our children to confidently thrive in whichever future path they choose.

Talk for Writing

High quality literature, poetry and non-fiction texts underpin our English curriculum. These texts provide an inspiration for a range of quality, extended written outcomes. We use the 'Talk for Writing' approach to support the improvement of writing across school.


Talk for Writing is the developmental exploration, through talk, of the thinking and creative processes involved in being a writer. It develops pupils' ability to 'read as writers' and enables them to explore the thinking and creative processes involved in generating and planning ideas and incorporating techniques learned from other writers into their own work.

It further allows children to rehearse the structure and sequence of a piece of writing and guides how the text should sound - its style and voice. It also encourages them to generate and rehearse appropriate language and grammar as they work collaboratively to plan, draft and improve their writing.

Children will use apply their knowledge and skills acquired throughout each writing cycle which culminates in their invention hot writing to independently showcase their progress. Throughout their time at New Hall, pupils explore and write a range of narrative story plots and poems. Also, children will develop their non-fiction writing by revisiting and building their knowledge of each text type.

Spelling, Punctuation and Grammar

SPaG is taught within the context of English lessons and applied across the curriculum. In addition, No-Nonsense Spelling is introduced in Year 2 to support this learning. Children are taught a range of strategies to support the spelling of new vocabulary.

<p>Look, say, cover, write, check</p>	<p>This is probably the most common strategy used to learn spellings. Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail. Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable. Cover: cover the word. Write: write the word from memory, saying the word as you do so. Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>	<p>Drawing an image around the word</p>	<p>This strategy is all about making a word memorable. It links to meaning in order to try to make the spelling noticeable.</p> 
<p>Trace, copy and replicate (and then check)</p>	<p>This is a similar learning process to 'look, say, cover, write, check' but is about developing automaticity and muscle memory. Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly. If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>	<p>Words without vowels</p>	<p>You can't use this method as your main method of learning spellings, but it might work on those that are just a little more difficult to remember.</p> <p>This strategy is useful where the vowel choices are the challenge in the words. Write the words without the vowels and pupils have to choose the correct grapheme to put in the space. For example, for the word <i>field</i>:</p>
<p>Segmentation strategy</p>	<p>The splitting of a word into its constituent phonemes in the correct order to support spelling.</p>	<p>Pyramid words</p>	<p>This method of learning words forces you to think of each letter separately.</p>
<p>Gallopade</p>	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint. Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /j/ phoneme. This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>	<p>Other strategies</p>	<p>You can then reverse the process so that you end up with a diamond.</p> <p>Other methods can include:</p> <ul style="list-style-type: none"> • Rainbow writing. Using coloured pencils in different ways can help to make parts of words memorable. You could highlight the tricky parts of the word or write the tricky part in a different colour. You could also write each letter in a different colour, or write the word in red, then overlay in orange, yellow and so on. • Making up memorable 'silly sentences' containing the word • Saying the word in a funny way – for example, pronouncing the 'silent' letters in a word • Clapping and counting to identify the syllables in a word.
<p>Drawing around the word to show the shape</p>	<p>Draw around the words making a clear distinction in size where there are ascenders and descenders. Look carefully at the shape of the word and the letters in each box. Now try to write the word making sure that you get the same shape.</p>		

Handwriting

Teachers and children follow our school handwriting scheme from Reception to Year 6;

Reception and Year 1 – printed letter formation

Year 2 – joins introduced for pre-cursive handwriting

Year 3 – Year 6 – a neat cursive writing style is developed and embedded

High expectations of writing are needed, so teachers model correctly formed handwriting at all times, for example, when writing on the whiteboard and marking books.

Reading

Our Reading Vision

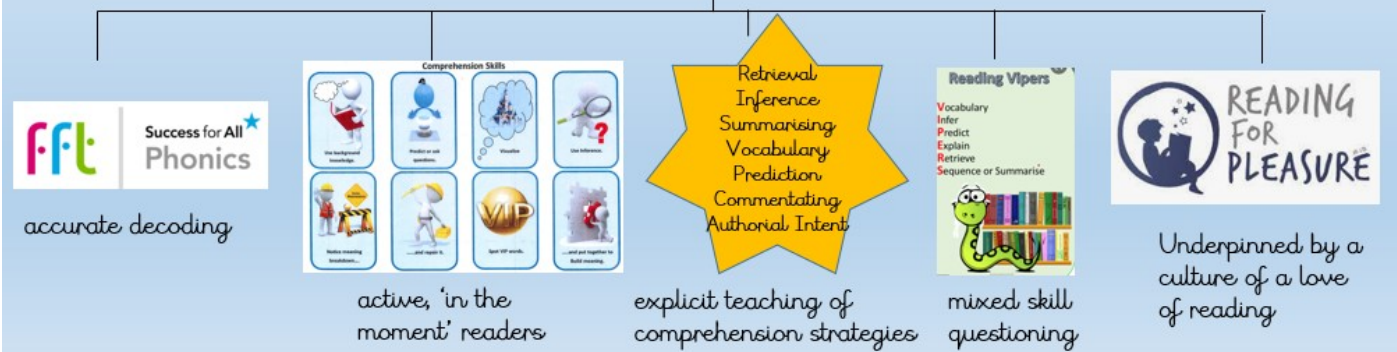
Aims:

We want children to be accurate decoders, performance readers and confident comprehenders.

We want them to have a love of reading that feeds their imagination and creativity.

We want them to be able to access the KS1,2 and 3 curriculum and beyond by being a competent reader.

How:



Phonics/Early Reading

At New Hall, we follow FFT's Success for All phonics programme. In EYFS and Key Stage 1 phonics is taught systematically five times a week. In KS2, phonics intervention continues wherever it is needed and, to ensure consistency, all KS2 staff are trained in delivering the FFT programme.

To support early reading, EYFS and Y1 follow the Success for All reading programme where every child reads in a small group with an adult five times a week. Year 2 also read with an adult five times a week in a small group.

Whole Class Reading

Daily reading is timetabled across the school. From Year 3, children read in small groups with an adult once a week and reading is taught in whole class sessions 4 times a week. Teachers use their class texts within reading sessions alongside age-appropriate, engaging shorter texts.

Performance Reading - Each year group uses a range of reading styles to develop their fluency, and in turn, their comprehension: echo reading (to explicitly teach good prosody when reading aloud. Teachers model intonation, rhythm, emphasis and pace to develop fluency), choral reading, partner reading and reading individually.

'In the moment' readers – Children are taught to become active readers through developing a range of comprehension strategies that are modelled throughout all reading opportunities across the curriculum. Teachers and children use their think aloud clouds to articulate the following skills.

Comprehension Skills



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



After the moment reading – Pupils are explicitly taught the comprehension skills in whole class reading sessions. Children then learn how to tackle mixed skill questions using VIPERS questioning.

Home Readers

Home readers are sent home weekly. EYFS and KS1 pupils take home phonetically decodable books at an appropriate phonic level. Books for Y3 – Y6 pupils are banded by colours which reflect the decodability and range of vocabulary of the book. For KS2 children who find reading a challenge, we have a wide selection of Hi-Lo books to select from too.

There is also an opportunity for children to select a library book each week.

Story time

Story time is a treasured and timetabled part of our daily routine. From EYFS up to Y6 we pride ourselves in using story time to help all children develop a love of literature and an opportunity to develop their imagination and vocabulary. Each year group uses their year group book spine as a basis for selecting quality texts..