



## ENGLISH



We provide a high quality English education at Roman Road Primary School and teach pupils to speak, read 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. All the skills of language are essential to participating fully as a member of society. We ensure that pupils learn to speak, read and write fluently and confidently so they are free to pursue their future aspirations.

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

## Reading Curriculum – Long Term Planning

At Roman Road, we believe that 'Reading...feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds' (National Curriculum 2014). Our long term reading curriculum consists of two dimensions:



- **Word reading** (to include discrete, focussed and robust phonics teaching) – Assessment Focus 1 (see Read Write Inc. Phonics Progression Grid)
- **Comprehension** (both listening and reading) – Assessment Focusses 2 – 7 (see Comprehension Progression Grid)



Skilled **word reading** involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.

Good **comprehension** draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. At Roman Road, children's comprehension skills develop through pupils' experience of high quality discussion with reading teachers as well as reading a range of stories, poems and non-fiction texts. Our children are also encouraged to develop an appreciation and love of reading through our many projects, themed weeks and the wider creative curriculum.

### Some of the exciting activities we have done and continue to do include:

Adopting our very own author, Simon Bartram & meeting other authors through 'Seven Stories' & 'Gem Arts' 'Read and Relax' sessions from Year 3 for children after lunch to enter their classroom and spend some quiet time reading and regular story times in Early Years and Infants.

Book Backpacks (sent home with someone in each class each week complete with hot chocolate & a book to share)

Exciting Class Libraries & Reading Areas both inside and outside

Book 'cases' on the yard – books on the yard for the children to read at playtimes

Annual themed Book Fair & Brilliant Book Week

Fab Favourites (favourite authors and books in each class)

Creative Curriculum themes built around book 'hooks'

Teachers reading and discussing a wide range of quality poetry, non-fiction and fiction. Such literature is at a level beyond that at which the children can read independently.

\*\*We are also in the process of implementing 'Accelerated Reader' to complement our 'Read and Relax' Sessions as well as launching our 'Get Learn Lane Reading' Project on Facebook, where children find hidden books, take them home to read, then re-hide.



Reading enables pupils both to acquire knowledge and to build on what they already know. It increases pupils' vocabulary as they encounter words they would rarely hear or use in everyday speech. Children in our school are taught to 'learn to read so that they can read to learn'. If a child cannot read fluently and with confidence, they are unable to access the wider curriculum.

Through reading and being exposed to a wide range of literature, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

**Please find below our year on year word reading and comprehension progression grids:**

## **WORD READING: Read Write Inc. Phonics Progression Grid      Whole School Overview**

We adopted Ruth Miskin's Read Write Inc. scheme as our systematic synthetic phonics programme in 2010 and have never looked back! Our English Leader completed the 'train the trainer training' with Ruth Miskin and our school was a leading Read Write Inc. school from 2011-2015 as the programme became well-known around the country. Many other schools were sent to Roman Road to see the successful programme in action.

This programme is for:

- Pupils from Nursery to Year 2 who are learning to read and write.
- Any other pupils in Years 3 and above who need to catch up rapidly.

Pupils will:

- Be able to decode effortlessly, using their phonic knowledge – 'eyes are for reading'
- Read red words\*\*\* on sight
- Comprehend what they read
- Read aloud fluently
- Read using their 'storyteller's voice' (use expression through knowledge of punctuation)
- Write with confidence using varied vocabulary and correct punctuation and grammar
- Spell by segmenting sounds in words – 'fingers are for spelling' (children use 'fred fingers' to segment words into sounds and press them on their fingers)
- Form letters correctly
- Work with a partner co-operatively and answer questions confidently (If a question is worth asking, it's worth everyone answering!)
- Be taught in groups based upon their phonic knowledge, not necessarily their year group.



When children reach Yellow books, we place a deeper focus on fluency, comprehension, grammar and spelling in order to prepare children for Read Write Inc. Comprehension and returning to their home class. Children are assessed and grouped every six weeks/half term by the English Lead according to their phonic knowledge, word reading and comprehension. This process is rigorous and focussed. Parents/Carers are informed termly about their child's progress in reading and given feedback as to how they can help their child at home.

The teaching of sounds begins in Nursery, when the children are ready. This is consolidated with oral fred talk (oral blending) where the children will hear teaching staff say phrases like 'let's s-i-t down'; 'come to the t-a-p'. Children also play lots of games, sing songs and listen to hundreds of stories and non-fiction texts. Staff increase children's vocabulary at this early stage by focussed talk and discussion as well as 'talking tables'.

In Reception, the quality talk continues and Read Write Inc. begins formally. Children meet Fred the frog, who can only speak in sounds and they learn to 'fred talk' to blend and read words and 'fred spell' to segment and spell words.

Books used in Read Write Inc. and those taken home are closely matched to children's phonic knowledge to allow them to succeed in reading. Teachers and teaching assistants are trained in Read Write Inc. and regular update meetings take place to update staff on changes or to review/refresh elements of training.

### Terms

*\*'Alien' words are ones which do not make sense but can be blended. This is to prepare children for the phonic screen. This works on the premise that every word is 'alien' or unknown before a child learns it (e.g. flork, zish)*

*\*\*Green words are words which can be 'fred talked' (blended) easily*

*\*\*\*Red words are common exception words containing 'grotty graphemes' and they cannot be 'fred talked' hence the phrase – 'You can't 'fred' a red'*

Children who are working at this level at the start of the year should be blending and reading at least 'red ditty' books by the end of the year	Children who are working at this level at the start of the year should be blending and reading at least 'green' books by the end of the year	Children who are working at this level at the start of the year should be blending and reading (approximately) 'orange' books by the end of the year	Children who are working at this level at the start of the year should be blending and reading (approximately) 'Blue/Grey' books by the end of the year	Children who are working at this level at the start of the year should be blending and reading RWInc Comprehension books by the end of the year							
<b>Speed Sounds Set 1 No Blending</b>	<b>Ditties 1-20 Limited Blending</b>	<b>Ditties 20-40</b>	<b>Red Ditty Books</b>	<b>Green Books</b>	<b>Purple Books</b>	<b>Pink Books</b>	<b>Orange Books</b>	<b>Yellow Books</b>	<b>Blue Books</b>	<b>Grey Books</b>	<b>Read Write Inc Comprehension</b>
<p>Teach Set 1 Speed Sounds in this order (also for letter formation):</p> <ul style="list-style-type: none"> <li><b>m,a,s,d,t</b> (Word Time 1- assisted blending of these sounds)</li> <li><b>i,n,p,g,o</b> (Word Time 2- assisted blending of these sounds + m,a,s,d,t)</li> <li><b>c,k,u,b</b> (Word Time 3- assisted blending of these sounds + m,a,s,d,t + i,n,p,g,o)</li> <li><b>f,e,l,h,sh</b> (Word Time 4- assisted blending of these sounds + m,a,s,d,t + i,n,p,g,o + c,k,u,b)</li> <li><b>r,j,v,y,w</b> (Word Time 5- assisted blending of these sounds + m,a,s,d,t + i,n,p,g,o + c,k,u,b+f,e,l,h,sh)</li> <li><b>th,z,ch,qu,x ng,nk</b> (Word Time 6 &amp; 7- assisted blending of these sounds + m,a,s,d,t + i,n,p,g,o + c,k,u,b + r,j,v,y,w+f,e,l,h,sh)</li> </ul>	<p>Continue to review Set 1 Speed Sounds.</p> <p><b>Whole class:</b> Children need to say Set 1 Sounds at speed and independently</p> <p>*Say sound *Read sound *Write sound *Speed write sound *Oral blending of sound in words (c-v-c words &amp; cc-v-c words + 'alien' words) *Read green words** on cards at speed and independently:</p> <p><b>1.1 – sat, mat, mad, at, sad, dad</b> <b>1.2 – sit, in, it, tip, pin, dig, got, gap, pan, pig, top, and, dog, on, an</b> <b>1.3 – cat, bed, cot, up, cup, get, bad, bin, kit, met, mud, can</b> <b>1.4 – had, hit, hen, shop, fun, lip, fan, let, log, ship, fish, fat</b> <b>1.5 – jog, rat, wish, win, yum, yet, vet, yes, yap, rat, wet, jam, run</b> <b>1.6 – quiz, six, box, zip, zag, fox, fix, this, quit, chat, quiz, chop, thin, thick</b></p>	<p>Continue to review any Set 1 Sounds (usually ch, qu, th, sh, ng, nk)</p> <p><b>*Teach Set 2 Speed Sounds.</b> Two sounds per week for reading and spelling - (these contain vowel sounds and when children know these, they can phonetically spell any word): <b>ay, ee, igh, ow (blow), oo, oo, ar, or, air, ir, ou, oy</b></p> <p><b>Whole class:</b> *Say sound *Read sound *Read sound in green words** and alien* words (decode/read) *Write words containing the sound (encode/spell) Words include: <b>way, play, may, spray, say, day see, seen, green, three, been, sleep might, fright, night, high, light, bright slow, snow, show, blow, low, know spoon, food, moon, pool, too, zoo foot, took, look, cook, book, shook start, part, sharp, hard, car, star horse, sort, sport, short, snort, fork lair, hair, air, fair, stair, chair twirl, third, whirl, dirt, girl, bird</b></p>	<p>Continue to review Set 2 Sounds but add Set 3, one by one.</p> <p><b>*Teach Set 3 Speed Sounds.</b> Two sounds per week for reading and spelling (these contain alternative vowel sounds and graphemes). Children need to know the names of the letters of the alphabet at this stage: <b>e, ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, ow (now), ai, oa, ew, ire, ear, ure, tion, cious, tious, ue, ie, au, e-e, kn, ck, wh,ph</b></p> <p><b>Whole class:</b> *Say sound *Read sound *Read sound in green words** and alien* words (decode/read) *Write words containing the sound (encode/spell) Children learn and re-visit two sounds per week for reading and spelling. Words include: <b>please, real, seat, clean, scream, dream voice, coin, join late, name, same, date, make, cake hide, white, nice, smile, time, like phone, spoke, home, broke, note, hope tune, rude, brute, huge, June, use crawl, paw, dawn, law, saw, yawn dare, bare, care, share, square, scare spurt, nurse, purse, hurt, turn, burn weather, corner, proper, never, better, after cow, how, town, down, now, brown rain, train, paid, tail, paint, snail goat, coat, toast, boat, throat, road drew, blew, chew, grew, flew, new wire, hire, fire, bonfire, conspire, inspire dear, near, ear, year, fear, hear sure, cure, mixture, adventure, pure, temperature, creature, future, picture</b></p>	<p>Continue to review Set 2 Sounds and Set 3, focussing on spelling.</p> <p><b>Whole class:</b> *Say sound *Read sound *Read sound in green words** and alien* words (decode/read) *Write words containing the sound (encode/spell) *Focus on teaching spelling of multi-syllabic words, root words with a suffix and spelling rules where appropriate</p> <p><b>Partner Work (PR) &amp; Class Work:</b> When reading books, children work with partner to: *Read sounds at speed *Read green words** in book *Read red words*** in book *Read challenge words in book *Teacher introduces story and new vocabulary using props where appropriate</p>							

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	<p><b>1.7 – think, huff, clip, from, blob, gran, trip, wink, spot, dress, spit, drip, well, black, back, test, flop, jump, fell, prop, slip, frog, trap, stamp, skin, hand, best, pram, stop, stand, grin, flag, brat, stink, fluff, blip, slid, bell, skip</b></p> <p><b>Partner Work (PR):</b> When reading ditties, children work with partner to complete ditty of the day: *Read sounds at speed *Read green words** in book (PR) *Read red words*** in book (PR) *Teacher introduces story using objects and reviews meaning of tricky vocab *Read ditty (PR) *Answer questions *Hold a sentence (children write a sentence)</p>	<p><b>shout, out, loud, mouth, round, found toy, boy, enjoy</b></p> <p><b>Partner Work (PR) &amp; Class Work:</b> When reading books, children work with partner to: *Read sounds at speed *Read green words** in book *Read red words*** in book *Teacher introduces story and new vocabulary using props where appropriate *Read book at least three times over four days. First, 'to read the words' (decode), Second, 'to understand the words' (comprehend) Third, 'to read like a storyteller' (use expression). Children practise reading to develop fluency and take these books home also. *Answer questions *Hold sentences (teaching of sentence structure, punctuation and spelling) *Complete grammar work *Write using book as a basis with plenty of teacher modelling of sentences (verbal and recorded)</p>	<p><b>ferocious, suspicious, precious, delicious, vicious scrumptious exploration, celebration, conversation, attention, tradition, congratulation Pete, Steve, these, theme, complete Paul, astronaut, August, author, dinosaur, pause tie, magpie, flies, tried, pie, lie rescue, blue, glue, queue, due knock, knight, knee, kneel, know, knot, knit wheel, whirl, whisper, white, whine trophy, alphabet, elephant, nephew, orphan tick, tock, clock, rock, lick, pick, back, snack, neck, stick, duck</b></p> <p><b>Partner Work (PR) &amp; Class Work:</b> When reading books, children work with partner to: *Read sounds at speed *Read green words** in book *Read red words*** in book *Read challenge words in book *Teacher introduces story and new vocabulary using props where appropriate *Read book at least three times then more to develop fluency. First 'to read the words' (decode). Second 'to understand the words' (comprehend) Third, 'to read like a storyteller' (use expression). Children practise further reading to develop fluency and take these books home also. *Answer questions, verbally and written *Hold sentences (teaching of sentence structure, punctuation and spelling) *Complete grammar work *Write, using book as a basis</p>	<p><b>Grey books</b> *Read book at least three times then more to develop fluency. First 'to read the words' (decode). Second 'to understand the words' (comprehend) Third, 'to read like a storyteller' (use expression). Children practise further reading to develop fluency and take these books home also. *Answer questions, verbally and written *Hold sentences (teaching of sentence structure, punctuation and spelling) *Complete grammar work *Write, using book as a basis with plenty of teacher modelling of sentences (verbal and recorded)</p> <p><b>RWInc Comprehension</b> *Read book with partner and teacher focusses on teaching comprehension as children work through booklets. *Answer variety of open and closed questions, verbally and written *Hold sentences (teaching of sentence structure, punctuation and spelling) *Complete grammar work *Write, using book as a basis with plenty of teacher modelling of sentences (verbal and recorded)</p>							
<p><b>Red Words (common exception words used in Read Write Inc) are taught when they appear in children's Read Write Inc reading books. They contain 'grotty graphemes' – you 'can't read a red' (you can't blend a word containing a grotty grapheme – you must know it 'on sight')</b> above, all, any, anyone, are, be, bought, brother, buy, by, call, caught, come, could, do, does, down, father, go, great, he, her, here, how, I, love, many, me, mother, my, no, now, of, old, once, one, other, over, saw, she, should, small, son, talk, tall, the, there, they, thought, through, to, two, walk, want, was, watch, water, we, wear, were, what, where, who, whole, why, worse, would, you, your</p>											

