



Lane Green First School

Our KS1 and KS2 English 'Offer'

At Lane Green First School, we aim to offer children an English curriculum based on the latest educational research. Please find on the following slides how our approach meets the *Education Endowment Foundation's* guidance on developing children's literacy in Key Stage 1 and Key Stage 2

1



Develop pupils' speaking and listening skills and wider understanding of language

- Language provides the foundation of thinking and learning and should be prioritised.
- High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.
- Use a wide range of explicit and implicit approaches including planning the teaching of vocabulary as well as modelling and extending children's language and thinking during interactions and activities such as shared reading.
- Collaborative activities that provide opportunities to learn/hear language often also provide opportunities for wider learning through talk. Skills such as social awareness, relationship skills, and problem-solving are developed, as well as knowledge.

2



Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills

- Both decoding (the ability to translate written words into the sounds of spoken language) and comprehension (the ability to understand the meaning of the language being read) skills are necessary for confident and competent reading, but neither is sufficient on its own.
- It is also important to remember that progress in literacy requires motivation and engagement, which will help children to develop persistence and enjoyment in their reading.
- Children will need a range of wider language and literacy experiences to develop their understanding of written texts in all their forms. This should include active engagement with different media and genres of texts and a wide range of content topics.

3



Effectively implement a systematic phonics programme

- Systematic phonics approaches explicitly teach pupils a comprehensive set of letter-sound relationships for reading and sound-letter relationships for spelling.
- Consider the following when teaching a phonics programme:
 - **Training:** ensure all staff have the necessary pedagogical skills and content knowledge.
 - **Responsiveness:** check if learning can be accelerated or extra support is needed and identify specific capabilities and difficulties to focus teaching.
 - **Engagement:** lessons engage pupils and are enjoyable to teach.
 - **Adaptations:** carefully consider the potential impact of adaptations to the programme.
 - **Focus:** a responsive approach to grouping pupils is likely to help focus effort and improve teaching efficiency.

4



Teach pupils to use strategies for developing and monitoring their reading comprehension

- Reading comprehension can be improved by teaching pupils' specific strategies to support them with inferencing and self-monitoring their understanding.
- These include:
 - prediction;
 - questioning;
 - clarifying;
 - summarising; and
 - activating prior knowledge.
- Teachers could introduce these strategies using modelling and structured support, which should be strategically reduced as a child progresses until they are capable of completing the activity independently.

5



Teach pupils to use strategies for planning and monitoring their writing

- Pupils' writing can be improved by teaching them to plan and monitor their writing.
- Producing quality writing is a complex process but a number of different strategies are likely to help, depending on the current skills of the writer.
- These include:
 - pre-writing activities;
 - drafting, editing and revising; and
 - sharing.
- Teachers should introduce these strategies using modelling and structured support, which should be gradually reduced as a child progresses until the child is capable of completing the activity independently.

6



Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling

- Transcription refers to the physical processes of handwriting or typing, and spelling.
- Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing.
- A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Achieving the necessary quantity of practice requires that children are motivated and fully engaged in the process of improving their writing.
- Spelling should be explicitly taught. Teaching could focus on spellings that are relevant to the topic or genre being studied.

7



Use high quality information about pupils' current capabilities to select the best next steps for teaching

- Collect high quality, up-to-date information about pupil's current capabilities and adapt teaching accordingly to focus on exactly what pupils need to progress. This approach is more efficient because effort is spent on the best next step and not wasted by rehearsing skills or content that a child already knows well.
- Teaching can be adapted by:
 - **changing the focus:** models of reading and writing, e.g. The Simple View of Reading, can be used to diagnose pupils' capabilities and select a particular aspect of literacy to focus on next.
 - **changing the approach:** if a pupil is disengaged or is finding activities too easy or too hard, adopt a different approach to teaching the same aspect of literacy.

8



Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should initially focus on ensuring they offer high quality in-class support for the whole class. However, even when excellent classroom teaching is in place, it is likely that a small but significant number of children will require additional targeted literacy support.
- Use accurate assessment of capabilities and difficulties to ensure interventions are appropriately matched to pupils needs.
- Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy.
- Regularly review children's progress whilst they are part of the intervention to ensure the support indeed enhances their learning.

1



Develop pupils' speaking and listening skills and wider understanding of language

LGFS context:
Pupils...

Access an environment which is language rich.

Have regular, high quality interactions and discussions with adults.

Have teachers who plan and model opportunities for new vocabulary and ways of thinking.

Develop interpersonal and problem solving skills while working and talking collaboratively.

2



Use a balanced and engaging approach to developing reading, teaching both decoding and comprehension skills

LGFS context:
Pupils...

Are engaged by a varied selection of whole class texts that are expertly read to them on a daily basis.

Are provided with high quality, well matched books for them to enjoy reading individually.

Access a range of media and topics to support their language development.

Access "Whole Class Guided Reading" lessons to develop both fluency and comprehension, following the 'Teacher, Choral, Paired, Individual' structure (Year 2).

3



Effectively implement a systematic phonics programme

LGFS context:
Year 1 Pupils...

Access 'Floppy's Phonics' systematic phonics programme as a whole class on a daily basis. This enjoyable, accredited scheme teaches letter-sound correspondences for reading and spelling.

Have carefully planned and differentiated opportunities to practise and apply both their reading and spelling skills.

Are taught by staff who have received CPD on phonics delivery – both in-person and virtually.

4



Teach pupils to use strategies for developing and monitoring their reading comprehension

LGFS context:
Pupils...

Are taught and begin to understand the "VIPERS" mnemonic, which helps them start to unlock the varied domains of reading comprehension.

Are provided with verbal and written scaffolds to support their increasingly independent, confident comprehension.

5



Teach pupils to use strategies for planning and monitoring their writing

LGFS context:
Pupils...

Access engaging sequences of teaching that are carefully planned according to the '5R' model: Read, Rip, Rehearse, Write, Review.

Have teachers who model writing confidently, in both whole class and guided group contexts.

Access appropriate 'scaffolds' to support their writing, which are withdrawn carefully as their independence increases.

6



Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling

LGFS context:
Pupils...

Develop increasingly fluent handwriting during phonics lessons (Year 1) and discrete handwriting / spelling lessons (Year 2).

Are provided with instant feedback on their handwriting to increase their fluency.

Access discrete spelling lessons according to the 'Floppy's Phonics' scheme (Year 1) and the 'Nelson' spelling scheme (Year 2).

Have teachers who monitor common spelling errors and adjust their teaching accordingly.

Regularly write dictated sentences using the spelling patterns and common exception words taught.

7



Use high quality information about pupils' current capabilities to select the best next steps for teaching

LGFS context:
Pupils...

Are assessed appropriately using high quality diagnostic tools, with information recorded on 'Insight Tracking' accessible by all stakeholders.

Have teachers who use their assessment data to guide both whole class and individual provision.

Are assessed formatively during lessons, with teachers adapting lessons to tackle misconceptions or to increase engagement.

8



Use high quality structured interventions to help pupils who are struggling with their literacy

LGFS context:
Pupils...

Access 'quality first teaching' that is inclusive and high quality.

Are provided with regular, well-targeted interventions to address specific areas of need (e.g. Pindora's Box, EPRLA, Phonics Catch-Up sessions).



1



Develop pupils' language capabilities

- Purposeful speaking and listening activities support pupils' language development. Purposeful activities include:
 - collaborative learning activities where pupils can share their thought processes;
 - reading books aloud and discussing them, including use of structured questioning; and
 - pupils articulating their ideas verbally before writing.
- Promote high quality dialogue in the classroom, between the teacher and the pupils and between pupils, to support pupils to develop their thinking and use of language.
- Extend pupils' vocabulary by explicitly teaching new words, providing repeated exposure to new words, and providing opportunities for pupils to use new words.

2



Support pupils to develop fluent reading capabilities

- Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.
- Develop pupils' fluency through:
 - guided oral reading instruction—teachers model fluent reading, then pupils read the same text aloud with appropriate feedback; and
 - repeated reading—pupils re-read a short and meaningful passage a set number of times or until they reach a suitable level of fluency.
- Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.

3



Teach reading comprehension strategies through modelling and supported practice

- Teach specific strategies that pupils can apply to monitor and overcome barriers to comprehension. These include:
 - prediction (based on text content and context);
 - questioning;
 - clarifying;
 - summarising; and
 - activating prior knowledge.
- Model and scaffold these strategies; then support pupils to increasingly use reading comprehension strategies independently, with less and less prompting from the teacher.
- Texts should be carefully selected to support the teaching of these strategies.

4



Teach writing composition strategies through modelling and supported practice

- Writing can be thought of as a process made up of five components:
 - planning;
 - drafting;
 - revising;
 - editing; and
 - publishing.
- Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practise with feedback, then gradually reduce support as pupils increasingly use the strategies independently.
- Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.

5



Develop pupils' transcription and sentence construction skills through extensive practice

- Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills.
- Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.
- Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.

6



Target teaching and support by accurately assessing pupil needs

- Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.
- Integrate formative assessment into classroom teaching strategies to help ensure that teaching is appropriately targeted and that pupil needs are identified.
- Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.
- A range of diagnostic assessments are available and staff should be trained to use and interpret these effectively.

7



Use high quality structured interventions to help pupils who are struggling with their literacy

- Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support.
- There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence-informed interventions that target specific areas of difficulty.

1



Develop pupils' language capabilities

LGFS context:
Pupils...

Access high quality drama activities, debates and discussions.

Have teachers who read aloud to the class on a daily basis and who question them skilfully.

Learn to "Think, Say, Write and Check" their sentences independently.

Are explicitly taught new vocabulary in each unit, and given the opportunity to use it in context.

2



Support pupils to develop fluent reading capabilities

LGFS context:
Pupils...

Access "Whole Class Guided Reading", following the 'Teacher, Choral, Paired, Individual' structure.

Have teachers who read aloud to them expertly on a daily basis.

Are provided with positive, constructive feedback on their performance when they read aloud to the class or an adult.

Have the opportunity to re-read appropriate texts aloud to develop confidence and fluency.

Are provided with quality, well matched books for them to enjoy reading individually.

Are given extra support with decoding if they are not fully fluent.

3



Teach reading comprehension strategies through modelling and supported practice

LGFS context:
Pupils...

Access carefully chosen, high quality texts to comprehend in each English unit.

Understand the "VIPERS" mnemonic and how it helps them to recognise the varied domains of reading comprehension.

Are provided with verbal and written scaffolds to support their increasingly independent comprehension.

4



Teach writing composition strategies through modelling and supported practice

LGFS context:
Pupils...

Access sequences of teaching carefully planned according to the '5R' model: Read, Rip, Rehearse, Write, Review.

Have teachers who model writing confidently, in both whole class and guided group contexts.

Encounter appropriate 'hooks' in their lessons, and are provided an appropriate audience and purpose.

5



Develop pupils' transcription and sentence construction skills through extensive practice

LGFS context:
Pupils...

Access discrete handwriting lessons, according to the 'Nelson' handwriting scheme.

Are provided with instant feedback on their handwriting to increase their fluency.

Access discrete spelling lessons according to the 'Nelson' spelling scheme.

Have teachers who monitor common spelling errors and adjust their teaching accordingly.

Regularly write dictated sentences using the spelling rules and common exception words taught.

6



Target teaching and support by accurately assessing pupil needs

LGFS context:
Pupils...

Are assessed appropriately using high quality diagnostic tools (e.g. Star Reading, Salford Reading Tests and Running Records). Much data is recorded on 'Insight Tracking' and is accessible by all stakeholders.

Have teachers who use their assessment data to guide whole-class and individual provision.

Are assessed formatively during lessons, with teachers adapting lessons to tackle misconceptions in-the-moment.

7



Use high quality structured interventions to help pupils who are struggling with their literacy

LGFS context:
Pupils...

Access 'quality first teaching' that is inclusive and high quality.

Are provided with regular, well-targeted interventions to address specific areas of need (e.g. Toe-by-Toe, EPRLA, Cool Kids).

