



METHERINGHAM PRIMARY SCHOOL

English

National Curriculum → School Curriculum → LTP → MTP → English Planning Structure → Key Texts
Visual/Audio Stimulus

English is taught three times a week in EYFS and KS1. It is taught five times a week in LKS2 and UKS2.

Age-appropriate knowledge and skills from the National Curriculum is taught throughout the learning journey.

The learning journey follows a 3 phase approach:

Phase 1 – Introduce the concept and quality text(s)

Phase 2 – Creation and Use of Exemplar/WAGGOLLS

Phase 3 – Capturing ideas

Review – Edit - Rewrite

Handwriting:

EYFS & KS1 - Taught daily through Phonics.

KS2 - One weekly session, with opportunities to practice throughout the week.

Nelson Handwriting whole-school programme - focus on helping all children develop a confident, legible and personal handwriting style.



Challenge and support is provided by:

- Pre-teaching
- Guided Group/Teacher Workshops
- Additional scaffolds
- Use of additional adults
- Additional challenge questions
- Targeted questioning
- Planned Intervention groups
- Point of Need Intervention
- Adaptation of questions/tasks
- Use of Working Walls/resources

Spelling:

EYFS & Year 1 – Taught daily through Phonics.

Year 2 – Taught three times a week through SPAG lessons.

KS2 - One weekly lesson with additional opportunities to practice throughout the week.

- Focus on orthography, morphology and etymology.
- Additional focus on year group exception words/statutory word lists.
- Spellings are practiced as part of homework.



SPAG:

Year 2 - SPAG is taught three times a week.

KS2 – SPAG is taught through English lessons. Where required, additional SPAG lessons are taught explicitly.



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Reading

National Curriculum → Reading Framework → School Curriculum → Reading Spine → MTP → VIPERS

Diverse range of Texts → Author/Character Studies

Reading Comprehension:

Reading Comprehension is taught two times a week.

Pupils will learn and practice reading strategies to increase their confidence and stamina in reading comprehension. Pupils will be exposed to and engage with a plethora of text types and genres.

Lessons will be clear on focus e.g. structure, organisation, language, conventions, comparison, VIPERS.

VIPERS:

- Vocabulary
- Inference
- Prediction
- Explanation (KS2)
- Retrieval
- Sequence (KS1) & Summarise (KS2)



Developing a love of reading:

- Lincolnshire Reading Pledge
- Our Library, the local library visits
- World Book Day
- National Poetry Day
- Reading Assemblies
- Stop, Drop and Read!
- Celebrating authors
- Exposure to a vast range of texts
- Reading and vocabulary displays
- Summer Reading Challenge
- Reading Buddies



1:1 Reading:

Children should be read with on a 1:1 basis regularly. Book Bands should be checked termly or when necessary.

The lowest 20% of readers should be read with daily where possible.

Reading books and Reading Records are checked and changed every Friday.

Children take two reading books home with them. For children being taught Phonics, one of these books will be decodable. Children are encouraged to read daily at home.

Class Read:

The 'Class Read' should be read daily. The text might link to the English or Reading Comprehension text, or it could be a stand-alone text from the School Reading Spine for the class to enjoy.

Other reading opportunities include:

- Key texts supporting the English Curriculum
- Daily 'Class Read' time
- Across the curriculum
- Decodable books (Phonics)



ELS Resources

- Handbook
- Interactive whiteboard presentations
- Structured daily lesson plans
- Overviews and term by term progression document
- Activity Apply sheets
- Harder to read and spell flashcards for Reception/Year 1
- Grapheme flashcards with mnemonics for Reception/Year 1
- Wall friezes and posters
- Intervention grapheme tiles
- Intervention plans
- Sound mats
- Assessment portal
- Analysis template of assessments
- Training videos for staff
- Guidance and videos for parents

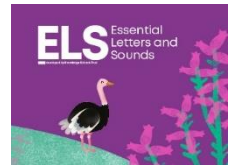
Essential Letters and Sounds (ELS) is taught five times per week with children in Reception and Year 1.

Daily Phonics structure:

- Review chosen graphemes
- Teach new sound
- Practise reading graphemes, words, sentences
- Use apply book
- Review graphemes including new taught grapheme
- Day 5 – read a decodable book

Review weeks' structure:

- Review
- Teach and practise words and sentences with taught graphemes
- Apply – read a decodable book



'We aim for all children to read well quickly'

Reception children are taught:

- Phases 2,3,4, and some 5 graphemes
- Harder to Read and Spell words

Year 1 children are taught:

- Revision of Phase 5 graphemes
- Alternative pronunciations
- Alternative spellings
- Harder to Read and Spell words

Intervention is taught across the school using a 'keep up, not catch up' approach.