



National Curriculum Aims

*Reading Intent, Implementation,
Impact*

*Writing Intent, Implementation,
Impact*

Progression Map

English

Wider School Links

Reading for Pleasure

Voice 21

Talk through Stories

Read Write Inc.

Book Detectives

All Subjects



Progression Maps

*Comprehension
Progression Map*

*Composition
Progression Map*

*Word Reading
Progression Map*

*Vocabulary, Grammar
& Punctuation
Progression Map*

*Transcription Spelling
Progression Map*

*Handwriting
Progression Map*

All Subjects

English



English is at the heart of all teaching and learning at Trenance; we place an emphasis on developing vocabulary across the curriculum and enable our pupils to express secure, broad word base by the time they leave us at the end of Y2.

Can Read:

At Trenance Learning Academy we know that reading is the key that opens the door to success, it is our avowed core purpose to ensure that all our pupils learn to read quickly and confidently and are able to become independent life-long learners before they leave us in Year 2. We use Read Write Inc. to teach the essential skills of phonics, reading and writing. Phonics is a way of teaching children to read by developing their phonic awareness- the ability to hear, identify and manipulate different sounds used in the English language. Regular assessments enable leaders to closely monitor all pupils' progress in phonics and group children homogeneously to ensure that lessons are closely matched to ability. Groupings are fluid, enabling pupils to make progress appropriate to their needs, with consistent teaching, classroom management strategies and resources enabling smooth transition through the groups.

Pupils in EYFS and Y1 also enjoy whole class phonics sessions exposing them to the full range of graphemes (written sounds) and enabling them to learn with and from their peers. Children are taught phonics every day from the beginning of the Foundation Stage through high energy, fast paced lessons using carefully matched resources and books. This provides a systematic, progressive, rigorous approach that ensures success for all pupils. As a DfE appointed English Hub and a Read Write Inc. Model School we ensure that all of our staff regularly attend training and are kept up-to-date with best practice methods of teaching phonics. A case study of our school can be found in the Ofsted publication, 'Reading by Six, How The Best Schools Do It'.

Sounds are taught at a rate of one a day with lessons containing ample time to practise, consolidate and apply. Knowledge is quickly built upon; more complex sounds and alternative spellings are introduced and reinforced throughout EYFS and Key Stage 1. Pupils are taught how to decode by blending sounds to read words, first for accuracy then with fluency and speed.

Do Read.....

We want all children at Trenance to develop a life-long love of reading and choose to read for pleasure. With this in mind, we teach reading from both angles to ensure our pupils have the skills that enable them to read and the experiences that build the desire. Storytimes are special at Trenance and are timetabled daily in every class to enable all children to listen to, share and enjoy a range of high-quality stories. Stories are carefully chosen for their rich language and challenging contexts; these are re-read for familiarity and available for children to share in school and at home. Books are read at a stage above those read independently, supporting language growth and aspiration for a future read. All pupils have access to carefully selected books in their class library and enjoy regular visits to the Trenance Reading Room; a relaxing, engaging environment for sharing stories with friends, or simply a great place to curl up with a good book! As well as being able to borrow books from the class library, children borrow Read Write Inc. books. The child will have read the book three times in their Read Write Inc. lesson and then they can read it at home to build confidence and fluency. Children also borrow Book Bag books which are matched to their Read Write Inc. book and have a similar theme and the same graphemes. We do not expect parents to teach reading. We simply want them to enjoy sharing books with their child. In the Autumn term the Lead for Read Write Inc. holds a Parents' Meeting to explain how reading is taught at school and how parents can support their child at home.

Reading for Pleasure



Here are some of the ways we promote a love of reading at Trenance:

All classrooms have inviting book corners with diverse books by a range of authors. These can be borrowed by the children. They also have a treasure chest containing the classes favourite books.

Our hall and corridor displays showcase our class novels.

Classes visit the school library which is also open at lunch times

Children are encouraged to read a range of literature including comics, graphic novels, non fiction books and e books.

All children can access the Oxford Owl e-books at home.

Every class has at least one story time a day and Years 1 & 2 have a class novel that is read daily

The 'Big Read' takes place every term where children stay after school to listen to teachers reading stories

The Trenance staff produced a virtual Advent Calendar of stories at Christmas

English Overview

Reading for Pleasure



Poetry is read to children and 'the story time on Mondays are set aside for poetry.

Class poetry recitals are uploaded on Seesaw.

'Talk through Stories and Poems' is part of the YF and Y1 curriculum.

We have a Book Fair twice a year.

Two teachers are cascading training from the English Hub's Reading for pleasure course and staff keep themselves up to date with current children's literature.

The 'Citizens of the Week' are awarded the 'Stories for Stars' bag which consists of books, biscuits and hot chocolate to share at home.

There is a 'Book Explorers' after school club

Books are read at the Morning Rangers Club for Disadvantaged pupils

All Disadvantaged pupils are given a new book to keep every term.

A Virtual library is included in the remote learning provision

The English Lead has led training for parents on helping children to read and sharing books, and RWI links are emailed to parents.

English Overview

In Read Write Inc. the link texts are read to the children in preparation for the next book. Children also hear high quality texts in assemblies and other lessons including P.S.H.E.

Year 2 pupils enjoy regular Book Detective lessons where children engage in whole class, paired and teacher-led reading using carefully chosen, challenging texts explicitly selected to expand vocabulary and embed skills of comprehension and inference. Sessions expose pupils to popular authors and books from a range of genres, hooking them on authors, series and genres and sparking interest in the most reluctant of reader. Pupils are keen to follow-up these experiences by selecting similar books or books from the same series to read at home.

Talk through Stories is part of the EYFS and Year 1 English Curriculum. In this approach the same text is read daily and when the children know the book really well, we teach them to use the 'Tier Two' words from the story in everyday contexts.

Reading

Intent

Can read...

- Learn to read sounds quickly and confidently.
- Learn to blend sounds to read words.
- Build speed in blending to develop fluency and speedy reading.
- Practise reading words containing known graphemes.
- Learn to read 'Alien words' by applying knowledge of sounds.
- Learn to read 'tricky Red Words' through repetition.
- Use and apply decoding skills by reading decodable books that closely match their phonic knowledge.
- Develop fluent, expressive reading.
- Comprehend and infer meaning from books they have read.
- Make good progress in phonics and reading.

Do read...

- Are supported to develop their language comprehension through the explicit teaching of vocabulary.
- Develop a love of books and a desire to become a reader.
- Can read for understanding and enjoyment.
- Are enabled to become an independent reader.
- Choose to read for pleasure.
- Are independent readers able to access the full Key Stage 2 curriculum.

Implementation

Can read...

- All staff are fully trained and supported to be experts in reading and teach high quality reading lessons every day.
- Read Write Inc. Development Days are held and the trainer supports staff.
- Teaching resources and strategies are consistent in all groups and across the school.
- Read Write Inc. is taught with rigour and fidelity for an hour every day.
- Integral Read Write Inc. decodable books are used during reading lessons enabling pupils to use and apply their phonics skills.
- Books selected for independent practise are fully decodable and match the pupils' phonics knowledge.
- Re-read books to develop fluency, speed and expression.
- Pupils are regularly assessed and grouped homogeneously to enable appropriate pace through the programme.
- Reading Teachers regularly assess pupil progress and accelerate pace through the programme appropriately.
- Pupil progress is carefully monitored through half termly data analysis using Target Tracker.
- Termly pupil progress meetings monitor the progress of all pupils.
- Additional whole class phonics sessions enable all pupils to 'master' the skill of reading.
- Pupils making slower progress are quickly identified.
- Daily, high quality additional support for the lowest 20% is delivered by highly trained staff and is effective in closing the gap.
- Read texts as a whole class through 'Book Detectives' sessions.
- Develop skills of comprehension and inference by taking part in whole class reading sessions.
- All pupils are supported to develop language comprehension through the explicit teaching of vocabulary, synonyms, antonyms and context.
- A Parents Meeting is held on how to support your child with reading at home. Reading information leaflets are given out at Parent Consultations in October.
- Do Read...
- Storytimes are special.
- Pupils are read high quality storybooks every day.
- Favourite books are repeated regularly.
- Regular storytelling lessons enable pupils to re-tell and role play well-known stories.
- Classrooms contain a selection of familiar, high quality texts for pupils to enjoy in school and at home.
- Timetabled visits to The Reading Room encourage pupils to read for pleasure.
- Pupils in Year 2 are exposed to age-appropriate modern texts to support them to develop a love of reading.

Impact



- Are supported to learn to read quickly and confidently.
- Can read accurately with fluency and speed.
- Can read with appropriate expression and intonation.
- Can discuss books they have read with understanding.
- Choose to read for pleasure.
- Can learn independently and access the full curriculum.
- End of Key Stage 1 attainment data is significantly above national standards for all groups of pupils.
- Year 1 PSC data continues to be significantly above national standards for all groups of pupils.
- Year 2 PSC re-take data continues to be significantly above national standards for all groups of pupils.
- The percentage of pupils achieving the expected standard in the ELG for reading and GLD continues to be significantly above national standards for all groups of pupils.

English Overview



Writing	Intent	Implementation	Impact
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- Use the correct pencil grip from the start.
- Form each grapheme correctly to reinforce GPC.
- Practise letter formation until it becomes automatic.
- Learn to join their handwriting to enable fluid, fast transcription.
- Learn to segment words to spell.
- Spell tricky words with confidence.
- Are supported to write sentences that are appropriate to their stage.
- Use appropriate punctuation with understanding and accuracy.
- Are provided with varied and interesting experiences that encourage them to use and apply their writing skills across the curriculum.
- Develop their language comprehension through the explicit teaching of vocabulary and use adventurous language in their writing.
- Are confident to write independently.
- Analyse and improve their own writing.

- Develop fine motor control through carefully planned activities.
- 'Pick and flick' their pencil to ensure correct grip.
- Learn the matching Read Write Inc. handwriting phrase for each new grapheme and link this to the phoneme.
- Handwriting is taught outside RWI lesson twice a week using Penpals.
- Practise forming the new grapheme whilst verbalising the phoneme to reinforce GPC.
- Repeat and review graphemes previously learnt to reinforce prior learning.
- Use 'Fred Fingers' to segment words to spell.
- Practise spelling 'tricky Red Words' and common exception words by focusing on the unusual grapheme.
- Spelling lessons are taught where children learn and practise spelling words using spelling rules (as stated in the N.C.)
- Are taught to hold a sentence in their head before writing it down.
- Orally rehearse sentences before writing.
- Are engaged in Storytelling sessions that provide stimulus for writing. Story maps are used to support writing. Stories are internalised and innovated.
- Write sentences about books they have read or experiences they have had.
- Practise punctuating their work and are taught how to use different punctuation to add clarity to their written work.
- Make simple additions, revisions and proof-reading corrections to their own writing.
- Pupil progress is carefully monitored through half termly data analysis using Target Tracker. Independent writing tasks are used as part of this assessment.
- Termly pupil progress meetings monitor the progress of all pupils.
- All teachers across EYFS and KS1 attend writing moderation meetings with the KTSA.

- Have accurate, automatic skills of transcription enabling them to write quickly and confidently.
- Are beginning to join letters and write in pen.
- Have the experiences, story knowledge and language comprehension to write with creativity.
- Can write with confidence and enthusiasm in activities across the curriculum and for different purposes.
- Have a wide vocabulary and use adventurous language in written work.
- Can use the correct tense when speaking and writing.
- Can use punctuation effectively.
- Enjoy writing.
- End of Key Stage 1 attainment data is significantly above national standards for all groups of pupils.
- Exceeding writing data
- Boys writing
- The percentage of pupils achieving the expected standard in the ELG for writing and GLD continues to be significantly above national standards for all groups of pupils.

National Curriculum Aims

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the spoken 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 & spoken language
- appreciate our rich & varied literacy heritage
- write clearly, accurately & coherently, adapting their language & style in a range of contexts, purposes & audiences
- use discussion in order to learn, they should be able to elaborate & explain clearly their understanding & ideas
- are competent in the arts of speaking & listening

YF	Year 1	Year 2
<p><i>Pupils should be taught to:</i></p> <p>Literacy: Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonics knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • re-read these books to build up their fluency and confidence in word reading. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading.



YF

Year 1

Year 2

Pupils should be taught to:

Communication & Language: Lisenning, Attention & Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Literacy : Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Expressive Arts & Design: Being Imaginative & Expressive

- Invent adapt and recount narratives and stories with their peers and their teacher.

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different way
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read, and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

YF	Year 1	Year 2
<p><i>Pupils should be taught to:</i></p> <p>Literacy: Writing</p> <ul style="list-style-type: none"> • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases that can be read by others. 	<p><i>Pupils should be taught to spell by:</i></p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] • apply simple spelling rules as listed for Year 1 • write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p><i>Pupils should be taught to: spell by</i></p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms • learning the possessive apostrophe • distinguishing between homophones and near-homophones • add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly • apply the spelling rules listed for Year 2 • write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

YF	Year 1	Year 2
<p><i>Pupils should be taught to:</i></p> <p>Physical Development: Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent handwriting- using the tripod grip in almost all cases. <p>Literacy: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are formed correctly. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place form capital letters form digits 0-9 understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters use spacing between words that reflects the size of the letters

YF	Year 1	Year 2
<p><i>Pupils should be taught to:</i></p> <p>Literacy: Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are formed correctly. • Write simple phrases and sentences that can be read by others. 	<p><i>Pupils should be taught to write sentences by:</i></p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read their writing aloud, clearly enough to be heard by their peers and the teacher 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • develop positive attitudes towards and stamina for writing by: • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes • consider what they are going to write before beginning by: • planning or saying out loud what they are going to write about • writing down ideas and/or keywords, including new vocabulary • encapsulating what they want to say, sentence by sentence • make simple additions, revisions and corrections to their own writing by: • evaluating their writing with the teacher and other pupils • rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form • proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly) • read aloud what they have written with appropriate intonation to make the meaning clear

YF	Year 1	Year 2
<p><i>Pupils should be taught to:</i></p>	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • leaving spaces between words • joining words and joining clauses using 'and' • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Learn and use the grammar for year 1 • use the grammatical terminology in English in discussing their writing 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • develop their understanding of how to use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: • sentences with different forms: statement, question, exclamation, command • expanded noun phrases to describe and specify • the present and past tenses correctly and consistently, including the progressive form • subordination (using when, if, that, or because) and co-ordination (using or, and, or but) • learn and use the grammar for year 2 • use some features of written Standard English • use and understand the grammatical terminology in discussing their writing

Talk Through Stories

In Spring 2021 we introduced the Ruth Miskin 'Talk through Stories'. It is a whole class approach that extends and deepens children's vocabulary so that they can understand the books they will be able to read for themselves.

We chose stories & poems that we believe are worth reading and re-reading & that children will love! There are old favourites, stories linked to our topics & modern stories where children from minority ethnic backgrounds are the main protagonists in everyday situations. When we selected the stories, we also made sure that the vocabulary was sufficiently challenging, that the stories included at least eight Tier Two words.

Each book has two weeks of activities. In Story week, we help children to get to know the story really well: the plot, the characters, and their actions and motives. – In Vocabulary week, we explore eight words from the story, specifically selected to develop children's understanding of each word in the context of their everyday lives.

Talk through Stories Texts

Foundation

Can't you sleep Little Bear? Martin Waddell
Snowy Day. Mick Inkpen
Perfectly Norman. Tom Percival
Handa's Hen. Eileen Browne
On my way Home. Jill Murphy

Year 1

Ruby's worry Tom Percival
The Gruffalo. Julia Donaldson
The Squirrels that Squabbled. Rachel Bright
Owl Babies. Martin Waddell
Zog. Julia Donaldson
George and the Dragon. Colin Wormsley
Rainbow Fish. Julia Donaldson
Julian is a Mermaid. Jessica Love
Ravi's roar, Tom Percival
There's a Snake in my School. David Walliams & Tony Ross

Talk through Stories Poems

Foundation

March Past. Moira Andrew
Where am I? Mike Barfield
Winter Poems.
Oh! Oh the Storyman. Jan Dean
Zanzibar. Jeanne Willis
Cake-o-saurus. Celia Warren

Year 1

I've got a cold. Roger McGough
If I were a Hawk. Clare Bevan
Evidence of Dragons. Pie Corbett
The Monster Under my bed. Clare Bevan
The Sound of Music. Clare Bevan
Brother. Mary Ann Hoberman

Book Detectives

When children have reached Read Write Inc Grey level and are confident, fluent readers 'Book Detectives' are introduced. This is a whole class approach for teaching comprehension, vocabulary, fluency and writing skills.



Book Detective Texts

Bringing the Rain to Kapiti Plain

Crocodiles don't like Water

The Giant (Story of Heligan)

Under the Ramadan Moon

How to be a Viking

Lost and Found

Solomon Crocodile

The Wooden Camel

The Lighthouse Keeper's Picnic

The Owl who was afraid of the Dark

The Storm Whale

The Way Back Home

English Overview

Talk for Writing



Alongside Read Write Inc, Talk for Writing is used to teach children to write independently for a variety of audiences and purposes. First the children internalise the language structures needed to write through 'talking the text' using a story map & actions. Drama activities and writing tasks help the children to internalise the story. Once the text is internalised the children innovate the text then write their own independently. The process is used to teach both fiction and non-fiction writing.



TalkforWriting

English Overview

Talk through Writing

Foundation

Goldilocks and the three Bears

The Little Red Hen

The Three Billy Goats Gruff

The Three Little Pigs

The Enormous Turnip

The Magic Train Ride

Year 1

Little Red Riding Hood

Goldilocks

Recounts

How to Catch a Dragon

Jack & the Beanstalk

George & the Dragon

Rainbow Fish

Riddles

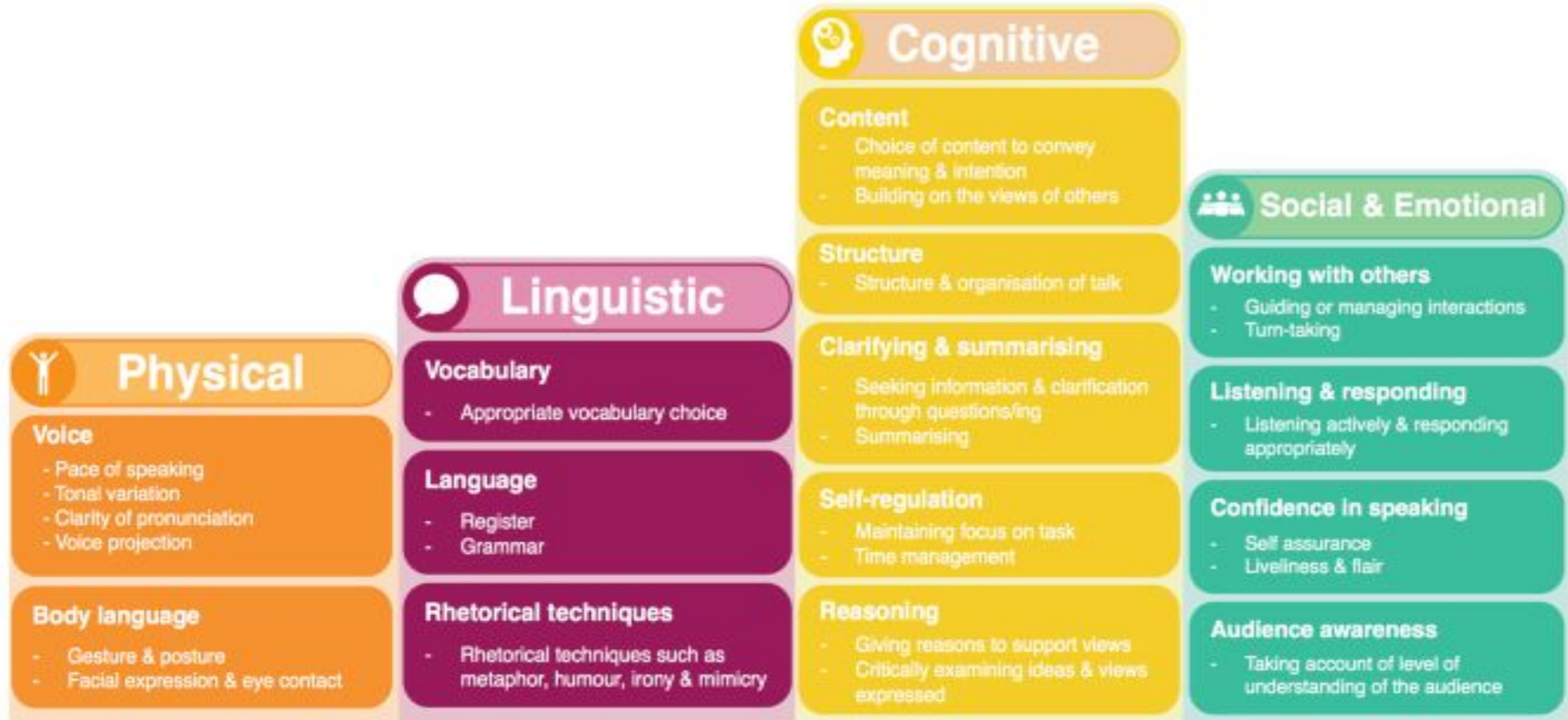
Information texts about Sea animals

Voice 21


Trenance have been working with Voice 21 since September 2020. We believe that oracy is a powerful tool for learning because it teaches children to become more effective speakers and listeners. These skills are crucial to children's success in school and in their life beyond. We have woven meaningful oracy activities into our curriculum from which the children learn through talk and to talk.

At Trenance we have two Oracy Champions who have worked with Voice 21 and lead on staff training. Talk Guidelines and Sentence stems are displayed in every classroom and referred to during lessons. Teachers think carefully about the grouping of children and are confident using strategies to ensure all children have the opportunity to have a voice and feel heard. Oracy activities are used explicitly during English lessons and more widely across all curriculum areas.


Oracy is explicitly taught throughout the curriculum to ensure children make progress in the four strands of Oracy outlined in the Oracy Framework below.




Oracy Progression Map

Oracy Strand	EYFS	Year 1	Year 2
<p><i>Physical strand</i></p> 	<p><i>To look at the person they are taking to.</i></p> <p><i>To speak audibly so they can be heard and understood.</i></p> <p><i>To use gestures to support meaning in play.</i></p>	<p><i>To begin to use the appropriate tone of voice in different contexts.</i> <i>Eg. speaking calmly when resolving an issue.</i></p> <p><i>To begin to project your voice so you can be heard by others.</i></p>	<p><i>To use gestures to support the delivery of ideas.</i> <i>Eg. gesturing towards someone if referencing their ideas or counting off ideas on their fingers as they say them.</i></p> <p><i>To consider position and posture when addressing an audience.</i></p>


Oracy Progression Map

Oracy Strand	EYFS	Year 1	Year 2
 <p><i>Linguistic strand</i></p>	<p><i>To use talk in play to practice new vocabulary.</i></p> <p><i>To join phrases with words such as if, because, so, could, but</i></p> <p><i>To use vocabulary specific to the topic.</i></p> <p><i>To begin to use sentence stems and understand the signal to extend a sentence</i></p>	<p><i>To use vocabulary specific to the topic.</i></p> <p><i>To take opportunities to try out new language.</i></p> <p><i>To use conjunctions to organise and sequence ideas eg. firstly, secondly, finally.</i></p> <p><i>To use sentence stems and actions to signal when they are building on others ideas.</i></p>	<p><i>To adapt how they speak in different situations, according to the audience.</i></p> <p><i>To use sentence stems and actions to signal when they are building on or challenging others ideas.</i></p> <p><i>To make precise language choices eg. rather than nice, delicious</i></p> <p><i>English Overview</i></p>





Oracy Progression Map

Oracy Strand	EYFS	Year 1	Year 2
Cognitive strand 	<p>To use 'because' to develop their ideas.</p> <p>To make relevant contributions and ask questions.</p> <p>To describe events that have happened to them.</p>	<p>To use a hand signal and ask a question when they haven't understood or want to find out more.</p> <p>To politely disagree with someone else's opinion.</p> <p>To order talk into beginning, middle and end.</p>	<p>To use a hand signal and ask a question when they haven't understood or want to find out more.</p> <p>To build on others ideas in discussions.</p> <p>To make connections between what has been said using their background knowledge and others ideas.</p>





Oracy Progression Map

Oracy Strand	EYFS	Year 1	Year 2
<p><i>Social and emotional strand</i></p> 	<p><i>To look at the person who is speaking to them.</i></p> <p><i>To take turns when working in a group.</i></p> <p><i>To begin to show proof of listening.</i></p>	<p><i>To show and understand what proof of listening looks like.</i></p> <p><i>To listen to others and be willing to change their mind based on what they have heard.</i></p> <p><i>To support others in a discussion by being respectful to each other.</i></p> <p><i>To begin to find the confidence to speak in front of an audience.</i></p>	<p><i>To show and understand what proof of listening looks like.</i></p> <p><i>To be aware of others who have not spoken and to invite them into a discussion.</i></p> <p><i>To speak with confidence in front of an audience.</i></p>





EYFS Oracy Progression Map

<p><i>Physical</i></p> 	<p><i>Linguistic</i></p> 	<p><i>Cognitive</i></p> 	<p><i>Social and Emotional</i></p> 
<p><i>To look at the person they are taking to.</i></p> <p><i>To speak audibly so they can be heard and understood.</i></p> <p><i>To use gestures to support meaning in play.</i></p>	<p><i>To use talk in play to practice new vocabulary.</i></p> <p><i>To join phrases with words such as if, because, so, could, but</i></p> <p><i>To use vocabulary specific to the topic.</i></p>	<p><i>To use 'because' to develop their ideas.</i></p> <p><i>To make relevant contributions and ask questions.</i></p> <p><i>To describe events that have happened to them in detail.</i></p>	<p><i>To look at the person who is speaking to them.</i></p> <p><i>To take turns when working in a group.</i></p> <p><i>To begin to show proof of listening.</i></p> <p><i>English Overview</i></p>

Year 1 Oracy Progression Map

<p><i>Physical</i></p> 	<p><i>Linguistic</i></p> 	<p><i>Cognitive</i></p> 	<p><i>Social and Emotional</i></p> 
<p><i>To begin to use the appropriate tone of voice in different contexts.</i> <i>Eg. speaking calmly when resolving an issue.</i> <i>To begin to project your voice so you can be heard by others.</i></p>	<p><i>To use vocabulary specific to the topic.</i> <i>To take opportunities to try out new language.</i> <i>To use conjunctions to organise and sequence ideas.</i> <i>To use sentence stems and actions to signal when they are building on others ideas.</i></p>	<p><i>To use a hand signal and ask a question when they haven't understood or want to find out more.</i> <i>To politely disagree with someone else's opinion.</i> <i>To order talk into beginning, middle and end.</i></p>	<p><i>To show and understand what proof of listening looks like.</i> <i>To be aware of others who have not spoken and to invite them into a discussion.</i> <i>To speak with confidence in front of an audience.</i></p> <p><i>English Overview</i></p>

Year 2 Oracy Progression Map

<p><i>Physical</i></p> 	<p><i>Linguistic</i></p> 	<p><i>Cognitive</i></p> 	<p><i>Social and Emotional</i></p> 
<p><i>To use gestures to support the delivery of ideas.</i></p> <p><i>Eg.gesturing towards someone if referencing their ideas or counting off ideas on their fingers as they say them.</i></p> <p><i>To consider position and posture when addressing an audience.</i></p>	<p><i>To adapt how they speak in different situations, according to the audience.</i></p> <p><i>To use sentence stems and actions to signal when they are building on or challenging others ideas.</i></p> <p><i>To make precise language choices eg. rather than nice, delicious</i></p>	<p><i>To use a hand signal and ask a question when they haven't understood or want to find out more.</i></p> <p><i>To build on others ideas in discussions.</i></p> <p><i>To make connections between what has been said using their background knowledge and others ideas.</i></p>	<p><i>To show and understand what proof of listening looks like.</i></p> <p><i>To be aware of others who have not spoken and to invite them into a discussion.</i></p> <p><i>To speak with confidence in front of an audience.</i></p> <p><i>English Overview</i></p>

Wider School Links

- *Working with the other 33 English Hubs in the country and across the South West as a DFE appointed English Hub*
- *Read Write Inc. Model School*
- *Voice 21*
- *Kernow Oracy Project*
- *KTSA Literacy Network*
- *Cornwall Library Service*