

Pensby Primary School



English

Miss Linda Grant & Mr James Klausen 2020

RATIONALE:

At Pensby Primary School we believe that a quality English curriculum should spark and develop children's love of reading, writing and discussion. It is our aim that children from all backgrounds are exposed to a vocabulary-rich environment from a very early age, engaging them in a wide range of speaking and listening activities that inspire all children to be confident in the art of discussion and communication. Our English curriculum recognises the importance of nurturing a culture where children take pride in their writing and can write clearly and accurately, adapting their language and grammatical style for a range of contexts with confidence.

AIMS:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

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Our curriculum 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.

ORGANISATION & CONTENT OF THE CURRICULUM:

At Pensby Primary School, we follow the statutory guidance for the teaching of English, as set out in the National Curriculum 2014. We aim to develop the English skills children will need to equip them for everyday life in an ever changing society.

Statutory requirements for the teaching and learning of English are laid out in the Primary National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage. Support materials such as Vocabulary Ninja, Read to Write and Read Write Inc (Phonics) will be referenced throughout.

EYFS

The Early Years curriculum is followed to ensure continuity and progression from entering Nursery, moving on to Reception Class and then through to the English National Curriculum in Key Stage 1 and 2. The Early Years curriculum is divided into prime and specific areas of learning and development. Communication and Language is one of the three prime areas that are fundamental to, and support the development, in all other areas. Communication and Language¹ is made up of the following three aspects: listening & attention, understanding and speaking. Literacy is one of four specific areas which include essential skills and knowledge. In Early Years all aspects of Literacy are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction. Daily phonics lessons, through Read Write Inc. are taught in both classes. In Nursery, we focus on hearing and recognising the sounds on their own and at the beginning of words. The children then progress onto writing the sounds and sound blending to read simple

words, when they are ready. We encourage reading for pleasure and our reading scheme for the Reception class is carefully structured to compliment the phonics programme. High quality vehicle texts are shared through the Read to Write programme.

KS1

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. In Key Stage One children experience a range of text genres aimed at broadening their knowledge of text types and engaging them in literature through the Read to Write programme. Children are taught skills in speaking and listening, reading and writing encompassing phonic knowledge, drama, spelling, grammar, comprehension, composition and handwriting. Throughout the programme, the children work in ability groups and lessons move at a pace suitable for the children. Children are assessed by the class teacher to ensure progress is being made and it is at this time that children can move from one group to another.

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KS2 (Years 3-6)

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. Children experience a range of text genres aimed at broadening their knowledge of text types and engaging them in literature through the Read to Write programme. Children are taught skills in speaking and listening, reading and writing encompassing phonic knowledge, drama, spelling, grammar, comprehension, composition and handwriting. Pupils should be able to read books written at an age appropriate interest level, as their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently. They should be developing their understanding and enjoyment of stories, poetry, plays and nonfiction, and learning to increase their reading mileage. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects through topic based texts. Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Joined handwriting is practiced weekly and should be the norm wherever possible; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. Handwriting is encouraged to develop into a well presented but personalised style.

INCLUSION AND INTEGRATION:

Integration at Pensby Primary School ensures that all children, regardless of their ability, gain access to a curriculum that is supportive of their needs. In conjunction with Stanley

School, we encourage integration across both schools so that our school communities develop a greater sense of community, one that celebrates diversity and is built upon mutual respect and tolerance. With well-planned support, all children are able to gain access to a full and comprehensive curriculum that celebrates all children's interests and skills.

MONITORING:

Monitoring of English will be an ongoing process and will include:

- Observations of specific aspects of English – such as guided reading sessions
- Pupil interviews and surveys
- Scrutiny of books
- Classroom Monitor
- Curriculum meetings with the Governing Body committee, requiring detailed reports from the English Leads
- English Governor drop ins
- Environment and Learning walks
- Pupil progress meetings

ASSESSMENT & RECORDING:

In EYFS the Reception Baseline Assessment is completed on entry, Wellcomm Screening and phonics careening are completed alongside observations and close communication with families to provide an accurate, well rounded view of the child. These are recorded on Classroom monitor and evidence is shared via Seesaw.

At Key Stage One the children continue to access Read Write Inc phonics and Read to Write whilst speaking, listening, language and communication are still the firm foundation of all that our practitioners do. Both formative and summative assessment is used once again to identify gaps in learning and also to baseline any students who are new to our setting. Benchmarking is used to track and monitor reading skills; these are used aid book selections for our children.

At Key Stage 2 the children continue to read texts appropriate to their level of understanding as determined by our robust formative tools (Benchmarking, GL Assessment) and teacher assessment. Children are supported to choose books by an adult until they are deemed fluent. In addition to this children are exposed to a wide range of 'high quality, ambitious and language rich' texts through low risk tasks, such as whole-class guided/shared reading. Children are read to daily, through story time sessions, assemblies and Teacher modelling.