



Middleforth CE Primary School.



ENGLISH

In English pupils develop skills in spoken language, reading, writing, spelling, vocabulary, grammar and punctuation. English skills are applied across the curriculum and wherever possible, strong links are made between subjects.

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.

We aim 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.

Spoken Language Pupils are taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They are taught to understand how to take turns and when and how to participate constructively in conversations and debates. Attention is also paid to increasing our pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics.

Reading During the Early Years Foundation Stage and Key Stage 1, pupils will increase their fluency by learning to read words easily and automatically; this includes words which use common graphemes in addition to exception words. They will learn to retell familiar stories in addition to listening to and discussing a wide range of stories, poems, plays and information books. In Key Stage 2, we will continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers. All Key Stages throughout school use Talk for Writing to enhance this.

Reading Schemes and reading journals In the Early Years Foundation Stage and Key Stage 1, the children learn to read using Letters and Sounds and the 'Phonics Bug' scheme, which links the text to the Phonics phases. They also read from a variety of texts which are book banded according to coloured levels. These books may come from a scheme such as 'Phonic Bug', 'Oxford Reading Tree', 'Rigby Star', or may be a non-scheme picture book, short novel or non-fiction text. Children in all classes take home a reading book each day in addition to a book from our school library which is



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changed weekly or fortnightly in EYFS and KS1. They also have at least one guided reading session per week. Once a child moves beyond the lime coloured reading level they are no longer reading from Book Bands and will select a home-reading book from our extensive collection of novels and non-fiction books in our school library. In Key Stage 2, we strongly believe in the power of reading journals to extend a child's understanding of a text. Reading journals are used in school as an important part of the children's response to their reading; they are also used as homework activities.

Phonics In the Early Years Foundation Stage and Key Stage 1 each child takes part in a daily phonics lesson of at least 15 minutes. The children are streamed into groups depending on which phase out of the 6 they are working in. By the end of Reception each child is expected to have achieved Phase 3; by the end of Year 1 each child is expected to have achieved Phase 5; by the end of Year 2 each child is expected to have achieved Phase 6. Phonics sessions are interactive and fun! Further information regarding phonics can be located by clicking on the link below. All teachers follow the phonics scheme, 'Letters and Sounds' and enhance and support this by using 'Phonic Bug' resources.

Writing During the Early Years Foundation Stage and Key Stage 1, pupils encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. They will be encouraged to develop positive attitudes towards and stamina for writing. During Key Stage 2, pupils develop the understanding that writing is both essential to thinking and learning, and enjoyable in its own right. They start to explore how the English language can be used to express meaning in different ways. They use the planning, drafting and editing process to improve their work and to sustain their fiction and non-fiction writing. The children will also learn to write consistently with neat, legible and joined handwriting. Joins in handwriting begin in the Summer term of Reception for those children that are ready, and continues from Year 1 onwards.

Spelling, Grammar and Vocabulary Pupils are shown how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They are shown how to work out and clarify the meanings of unknown words and words with more than one meaning.

Pupils are taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language' listed in the National Curriculum 2014. Pupils are taught the vocabulary they need to discuss their reading, writing and spoken language. They will learn the correct grammatical terms in English.