

Deanery CE Primary School

Subject Vision - ENGLISH

INTENT

At Deanery CE Primary School, we recognise the crucial importance of studying the English language. Improved performance at reading, writing and spoken language will enable our pupils to express their thoughts and ideas enthusiastically, fluently and accurately. This will also help them to flourish in other curriculum subjects, while enriching their lives beyond school.

Our overarching aim for English 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.

READING

Reading is at the centre of learning and opens many doors for our children.

Our aim is that all children are able to read fluently both for pleasure and to further their learning; to inspire children with a range of authors; to develop confident readers and enthusiastic storytellers with a lifelong love of reading.

Reading throughout the curriculum stimulates their imagination and allows them access to new experiences and a range of interests. By the end of their time at Deanery, all children will be able to read widely, across the curriculum, for both information and pleasure.

Children will develop a lifelong love of reading through the quality texts shared in school.

We will also develop our cultural capital through the diversity of books that we share.

WRITING

Writing gives children a voice to share their ideas with the world.

By the end of Year Six we intend our children to have developed a love of writing. We want them to write clearly, accurately, coherently, and creatively, adapting their language and style for a range of meaningful contexts, purposes and audiences. We believe that all good writers refine their writing over time, so we want children to develop independence in re-reading, editing and improving their work effectively during and after the writing process. We believe that all pupils should be encouraged to take pride in the presentation of their writing. Children will develop a fluent handwriting style and will present their writing in variety of ways and write for a variety of genres for both English lessons and the wider curriculum.

GRAMMAR

Grammar is the foundation for communication.

We want our children to have a deep understanding of how our language works, enabling them to have greater control over their writing by choosing words and sentence structures. Handwriting, spelling and grammar are taught both explicitly and in context to ensure that children are able to understand the conventions of writing and manipulate language to create effects for the reader. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.

IMPLEMENTATION

READING

Phonics

At Deanery, we believe that all of our children can become fluent readers and writers. We teach reading through Little Wandle - Letters and Sounds Revised, which is a systematic and synthetic phonics programme (SSP)., which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school.

The application of the alphabetic code is modelled in shared reading and writing, both inside and outside of phonic lessons and across the curriculum.

Children in Reception and Year 1 take part in a daily phonic lessons. Assessments are carried out regularly to ensure no child falls behind. Those that are identified as falling behind are placed on structured intervention programmes to support them in meeting the age related expectations – ‘keep up not catch up’. This is extended where necessary to children in Year 2 who have not met the phonics screening check. Children in KS2 who need additional support with phonics are placed into interventions groups, which are carried out weekly using Little Wandle – Letters and Sounds Revised as the support programme.

Reading

Children in Reception and Year 1 take part in three reading sessions per week using phonetically decodable books linked to our SSP. There is a strong focus on decoding, prosody and comprehension within reading sessions and the importance of re-reading is introduced to promote the importance of this as a lifelong skill.

In Year 2 we move from the Little Wandle programme onto colour banded books. Children will select two reading books per week matched to their ability.

All children will take part in whole class reading sessions during the week which consists of both the reading of and discussion of a text. During these reading sessions children will cover a breadth of texts - fiction, non-fiction, poetry, songs and picture books.

Children in KS2 take part in whole class reading sessions 3x per week and read a range of texts linked by themes or genres, including classic texts, poetry and texts from well-known authors. Children are taught through guided sessions, the skills of inference, inquiry and interpretation and encouraged to apply this to a range of ‘real life’ texts’.

They continue to read colour banded books Each child is different and will therefore progress through the colour bands at different rates, staff monitor children’s progress and will move them onto another colour band as and when appropriate.

Children across school are encouraged to read a wide variety of genres for pleasure and access to these are obtained through class reading areas and a well-resourced library. This is then applied with children reading with staff in school and with good home learning links, so that parents support their child with reading at home.

WRITING

Children develop confidence, and a love of language and the written word, through a text based approach. All children write regularly in English sessions, and across the curriculum. Our teaching of writing is supported by ‘The Write Stuff’ by Jane Considine; these plans are linked to high quality texts which show clear progression through the different year groups and are used as models promoting the knowledge of plots,

characters, vocabulary, text structure and genres which feed into the children's writing. To foster gradual release of independence we implement modelled, shared and guided writing sessions which lead to independent writing.

Our lessons are enriched with experience days in which the children are exposed to 'real life writing' as well as exciting reasons to write – for example special visitors, big event days or whole school theme days.

Where possible we link our reading, writing and foundation subject topics to make links across the curriculum and to make children's learning in English relevant and meaningful.

GRAMMAR

The teaching of grammar and punctuation is embedded in our daily teaching of writing and these skills are regularly applied to independent writing to allow our children opportunities to experiment and be creative with new vocabulary and punctuation. Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers also focus on particular grammar and punctuation skills as stand-alone lessons or lesson starters

Spellings

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Spelling Book to deliver a systematic approach to new spelling patterns and rules and to provide the children with approaches to apply such rules to their writing.

Marking is rigorous in English and across the curriculum, with regular closing the gap marking and spelling corrections to help children correct and consolidate their work. Regular English book scrutinies are carried out to check all teachers are following our marking policy rigorously in order to move the children's learning on.

IMPACT

We want children to leave our school with a love of English – of reading and writing. But also fully equipped with the literacy skills to achieve their dreams in future life.

Our aim is that all children are able to read fluently both for pleasure and to further their learning; to inspire children with a range of authors; to develop confident readers and enthusiastic storytellers with a lifelong love of reading.

It is our vision that every child will learn to love writing by being given inspirational and exciting materials and real opportunities, which will spark their imagination, develop their creativity and empower them to affect change.

We want our children to become authors and orators who can persuade convincingly, instruct precisely, explain clearly and describe in detail throughout their school career and into their lives beyond school.

Pupils will make at least good progress from their starting points. They will be equipped with a strong command of the written word and acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. Pupils will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

The impact of our English curriculum will be shown through:

- Lesson observations, book monitoring and learning walks
- Summative assessment (3 x per year), using standardised national tests.

- Teacher assessment of writing using independently written pieces to provide evidence of national curriculum skills and understanding.
- Termly moderation of writing between year groups / phases providing robust judgements.
- Monitoring of progress from year to year and key stage to key stage ensuring pupils remain 'on track' from their starting points.
- Termly monitoring of books show clear evidence of the use of vocabulary, spelling, grammatical understanding, punctuation understanding and text type knowledge.
 - Gathering pupil voice – to check understanding, understanding of key skills and knowledge, progression, confidence in discussing English
 - Pupil progress meetings ensure different groups (including EAL, PP and SEND) and individual progress is monitored, and interventions
 - organised to support good and better progress

