

Ashley Primary School English 2015-2016

English Curriculum Overview

At Ashley Primary School we develop children's abilities to listen, speak, read and write for a wide range of purposes. Across the curriculum children learn to use language to communicate ideas, views and feelings. This enables children to express themselves creatively and imaginatively both verbally and through the written word. We aim to share with children the joy of English and to help them become enthusiastic and critical when experiencing and writing stories, poetry and drama, as well as non-fiction and media texts.

In order to deliver the Curriculum, we use a range of schemes to support children's progress. These include;

Jolly Phonics, Oxford Reading Tree and the 'Read Write Inc Spelling' program.

In Early Years Foundation Stage:

All areas of literacy are covered during the week through the daily routine including sessions;

- WGT (Whole Group Time)
- SGT (Small Group Time)
- Story Time
- Continuous provision with enhancements related to learning.

These provisions build towards meeting the following Early Goals at the end of Reception:

Reading	Writing
<ol style="list-style-type: none">1. Children read and understand simple sentences.2. They use phonic knowledge to decode regular words and read them aloud accurately.3. They also read some common irregular words.4. They demonstrate understanding when talking with others about what they have read.	<ol style="list-style-type: none">1. Children use their phonic knowledge to write words in ways which match their spoken sounds.2. They also write some irregular common words.3. They write simple sentences that can be read by themselves and others.4. Some words are spelt correctly and others are phonetically plausible.

Ashley Primary School meets the revised English National Curriculum (as of September 2014), as follows:

Children across from Year 1 are timetabled for five one-hour Literacy lessons each week. Literacy lessons are planned in units covering a range of genres and English skills including, speaking, listening, spelling, grammar, reading and writing.

Spoken Language:

We believe spoken language is at the forefront of all learning across the curriculum enabling children to develop -cognitively, socially and linguistically. In all lessons children work with 'Talk Partners' in order to share their ideas. This not only enables them to rehearse what they would like to say in front of the class, but also strengthens their social and communication skills. They are able to use their previous learning and extend and apply new vocabulary to a range of situations. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

This is an area where we have been commended by Ofsted and the Local Authority.

Drama and role-play experiences are planned for in all Literacy units and in other areas of the curriculum so children can develop culturally, emotionally, intellectually, socially and spiritually.

Following the National Curriculum there are 11 objectives for each year group which are taught appropriately to the age of the children.

Children should:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Across a range of settings, these are observed and assessed for each child. Each half term children will be given a new Spoken Language Target written on their Literacy Target Card.

Phonics, Spelling and Grammar

Year 1

During Year 1, teachers build on work from the early years foundation stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt.

Children are taught Phonics, Spelling and Grammar daily in 30 minute lessons.

At the end of Year 1, children sit a Phonics Screening Test (National Requirement) in which they must recognise 32 sounds in reading both real and nonsense words.

Year 2

Children in Year 2 are further supported in Phonics where gaps are identified from the Phonics Screening Test. This takes place 3 times a week for 15-30 minutes.

Spelling Years 2-6

Across these year groups children are taught Spelling following the '*Read Write Inc Spelling*' program.

Children are taught in four 15-30 minute lessons where they are introduced to a new spelling pattern weekly.

In addition to the spelling pattern taught following the National Curriculum requirements, children are taught the common exception words and lists for their year group.

Spellings are taught through a range of strategies: identifying the word in reading; highlighting the number of sounds in the word and the letters used to make them; identifying the root word and how the word changes with the spelling pattern; dictation; peer and independent work; self-evaluation; rehearsal and handwriting. Each pupil has a Practise Book to work in during school to complete activities.

Two sets of spellings are displayed in each classroom; Weekly Spellings and Special Focus (common exception words) so children can look at and practise at unstructured times of the day.

These words are assessed every week and errors recorded in pupil Log Books* which are a way of communicating spelling learning between home and school. At the end of each half term, children are given a test of 20 words which is representative of the National Spelling Test to assess the words learnt to-date. Errors are recorded and monitored by the

teacher and school to put interventions in place. The children are tested at the end of the year in the same style on all of the words learnt across the year.

Not only is Spelling taught as a stand-alone lesson but it is encouraged to be integrated into all curricular areas and children identify their spelling words in reading and writing across a range of media, genres and contexts.

* We encourage parents/guardians to look at Log Books to monitor children's progress and support children at home. We have placed a copy of the year's spelling lists inside.

Grammar Years 2-6

Following the National Curriculum requirements for each year group, children are taught grammar within Literacy lessons usually in context with their current learning/genre/texts – some stand-alone lessons/skills may be taught.

At the end of Key Stage 1 and Key Stage 2 (Years 2 and 6), children are formally tested. In May, the children perform SATs in Spelling, Grammar and Punctuation.

Reading

Children are given daily opportunities to develop their reading skills in two dimensions – word reading and comprehension. From Year 1 - using the Local Authority model - these dimensions are further broken down into 'Themes and Conventions', 'Comprehension', 'Inference' and 'Language for Effect'.

Through reading across the curriculum; independently, in guided, shared and paired reading, children learn to read with confidence, fluency and understanding. Reading takes place with a variety of adults, peers and same/mixed ability groups. Home/ school reading is an important part of children's reading development and we ask people at home to encourage children to read daily and make comments in children's diary weekly. At Ashley Primary School we aim to inspire a love of Reading through: a range of engaging home reading books for all year groups and abilities; two well-resourced libraries; special events; themed days; book fairs; clubs and we aim to develop this even further. If parents/guardians or friends of the school have a particular passion for reading or writing we would love to know and for you to share this – please contact the school.

Key Stages 1 and 2

From Year 1 we are unable to hear children read their home reading book individually on a regular basis. In developing children's reading at this stage we ask they aim to complete one reading book each week. In order for children to change their reading books they must have their planner signed by someone at home and in Key Stage 2 must also complete a Reading Journal task.

From Year 1, each child is timetabled for one 30 minute Guided Reading session weekly lead by their teacher and often will work with classroom support for another session.

In Guided Reading, texts and tasks aim to link with the current genre/context being studied. Children may work with an adult or be asked to complete a task to develop/assess their reading comprehension in their Reading Comprehension book (Key Stage 1) and Reading Journal (Key Stage 2).

A range of work – independent, shared, guided – is used to inform teachers each half term of children's progress. From this, gaps in learning are identified and targets are written on the child's Literacy Target Card.

Year 6 are also timetabled one hour of Comprehension weekly.

At the end of Key Stages 1 and 2, children complete a SAT test in Reading. They are given a booklet of texts to read in a given time frame and a separate booklet of questions to answer using the texts. Where available (due to the new curriculum and changes in assessment), experience of this will take place informally at the end of each year group.

Writing

Year 1-6

The National Curriculum divides writing in two ways; transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). From Year 1, English Units and Literacy lessons are planned by genre/text to scaffold children's writing development through; listening, speaking and reading experiences. These experiences expose pupils to a wide variety of texts and media from which to collect criteria of effective and engaging writing in order to replicate themselves. All children have their own Writing Journal - a Toolkit for their writing, which they are responsible for and add features of genres, language etc from what they have learnt or 'magpied'. Similarly a Toolkit is displayed in the classroom and used as a working wall to build to an extended piece of writing in a specific genre eg adventure stories, at the end of a unit.

A Big Write session is planned for weekly in each year group. This is a chance for children to write independently, build stamina and a love for writing. It gives pupils the opportunity to apply and show the skills they have learnt previously. Children write based on an experience or current learning which is separate to their Literacy learning of the time and wherever possible are given ownership and independence through a choice of content or genre to write.

This independent writing, as well as writing from a range of subjects and contexts, is used to inform children's progress in five areas of writing: Sentence Structure and Punctuation; Text Structure and Organisation; Vocabulary; Planning and Drafting; and Evaluating and Editing.

Each half-term teachers identify gaps in children's learning and set new targets on the Literacy Target Card.

Writing is not formally assessed at primary school, instead, Teacher Assessments are submitted at the end of Key Stages 1 and 2 based on the above assessment model.

Handwriting

At Ashley, we believe that the presentation of written work can not only reflect on an individual's fine motor skills but also the nature of the writer through his/her awareness of, and attention to, an audience's needs. We aim ultimately for children to develop a fast-flowing, attractive, legible, personal hand. We therefore aim to provide a structured teaching programme which ensures: correct orientation and formation of letters; consistency and appropriateness in size and spacing; a pride in presentation; a smooth transition from printing to a joined up style. Further support at home is always greatly appreciated.

Key Stage 1

Year 1 children have a weekly handwriting session and continue to focus on individual letter formation until they are ready to join their handwriting. The children start to join two letters with either diagonal or horizontal joins before joining letters in words. The children also start to receive weekly homework in Year 1 which continues in Year 2.

Key Stage 2

As most children are fluent in their handwriting style by the end of Key Stage 1, lessons are no longer taught in Key Stage 2. Where handwriting is given as a target to pupils, further support is given and practise is encouraged at school and home (with guidance and materials from school). From Year 3, children are encouraged to join letters consistently in order to increase their speed and stamina for writing for extended periods. In years 3 and 4 children move from using pencil to using black pen.