

Overview of teaching in English for KS1 and KS2

By following the National Curriculum for English, Tattingstone CEVC Primary School 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; pupils should be able to elaborate and explain clearly their thinking, understanding and ideas
- ✓ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in discussion and debate

Intent

- To provide an inspirational English curriculum for our children that allows them to develop into confident, creative writers, readers and communicators.
- To develop strong literacy skills which build firm foundations and play a key role in the ability of children to successfully navigate the later years of their school life and the years beyond education.
- To immerse children in a fun, engaging curriculum that is tailored to their needs
- To respond to the different speeds at which children learn by being sensitive to the challenges that all children face on their learning journey
- To have a well-planned, carefully structured progression of skills that runs from the beginning of Reception to the end of year 6
- To have high expectations of what all our children can achieve
- To instil a love of reading, writing and discussion in our children that will have a positive impact on their development and a lasting impact on their lives.

Implementation

At Tattingstone, English lessons are taught in units planned around high-quality, challenging texts. The children are immersed in these engaging texts, exploring characters, settings, storylines and themes. These units are planned using writing initiatives such as CLPE's 'Power of Reading'. The writing skills developed form part of a whole-school skills progression, allowing children to master age-appropriate skills quickly. The teachers can then provide timely challenge or support where needed.

We believe that children's learning is enhanced when they are writing for a purpose, so we structure our units to allow pupils to focus on one key writing purpose at a time – writing to entertain, persuade or inform, for example. This approach means that children spend time gaining a thorough understanding of how to write for a specific purpose and what skills to employ.

The teaching of English and the required skills takes place every day. Teachers use the chosen text to analyse and model positive writing techniques through a variety of activities, challenges, discussions and games. The children adopt these skills and gradually learn to apply them.

In KS1 phonic knowledge and grammar are taught discretely on a daily basis for 25 minutes per day. In KS2, SPaG lessons are taught twice a week and these skills are also taught whilst engaging in their class book. For example, they will learn about the use of inverted commas while building conversations between their favourite characters. This develops the teaching of grammar as an integrated part of writing and avoids it being taught as a detached, abstract part of the writing process and so helps children retain what they have learned. Spellings are taught weekly with these lessons including the discussion on the meaning of each word, its use within written work, the number of syllables and the different ways in which the same sound is spelled in many ways. It is highly encouraged that the children continue to use phonics to read and spell throughout the school, not stopping in KS2.

Reading is an integral part of the teaching of English and phonic lessons at Tattingstone, but it also taught in additional guided, repeated oral reading and reading comprehension lessons. Through whole-class discussion and shared reading activities, guided lessons provide deeper understanding and supported reading of texts that the children may not attempt on their own. Through carefully questioning their pupils and discussing texts, teachers ensure pupils develop their comprehension skills and the ability to better understand and interpret the words they read. The joy of reading is promoted and children are encouraged to read widely both at school and at home. Adult readers come into school when possible to ensure that younger children read to an adult regularly. Book Club runs once a week at lunchtime and is well attended by a range of children.

Once children have completed Read, Write, Inc. teaching (KS1), they move on to the Accelerated Reader program and take regular reading comprehension quizzes on the books they have read. This allows teachers to closely monitor the children's reading ages and to quickly identify pupils who may require additional support.

Impact

By immersing children in high quality texts and focusing on skills and the enjoyment of English, children develop an enthusiasm for the subject. They enjoy talking about their favourite books, discussing the stories they are reading about and those they are writing themselves.

Reading is consistently good at Tattingstone with many children reading above their chronological age.

Children's writing books show that they continually learn about and adopt new writing skills as they progress through the school, while drawing inspiration from the books they read in class.

Children's writing is assessed at the end of each term (6 times per year) though an independent piece of writing based on a fun stimulus. A variety of text types are used over the year to ensure children can write for a range of purposes. This formal assessment complements the assessment for learning that takes place in classroom on a daily basis.

Children are also encouraged to regularly assess their own work and evaluate their own progress. This often feeds their eagerness to acquire new skills and enables children to talk freely and enthusiastically about their learning.