

# Castlefields Primary School English Statement

## Intent

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. At Castlefields Primary School we shape our English Curriculum to ensure it is fully inclusive to every pupil regardless of their learning needs. Following the National Curriculum 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.

## Implementation

At Castlefields Primary School, we understand that children need a high level of English skills to be able to hold their place in society. We teach all pupils to read, write and speak fluently so that they can communicate their ideas and emotions to others.

## **Reading**

**EYFS** – The Early Years framework is adhered to and children develop Reading skills through studying the specific area Literacy – Reading. Children are taught to read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They are taught to demonstrate understanding when talking with others about what they have read.

## **Key Stage 1**

**Phonics Teaching** - During Year 1 teachers build on the work of EYFS making sure that sound phonic teaching is in place. Children are taught to sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills they have learned. The Letters and Sounds scheme for phonics is followed in EYFS, Year 1 and Year 2.

Through the teaching of Reading at Castlefields we teach children to read to acquire knowledge and to build on what they already know.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

At Castlefields we focus on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

In the teaching of Reading we follow the National Curriculum Programmes of Study for English that are set out year by year for Key Stage 1 and two-yearly for Key Stage 2.

## **Writing**

**EYFS** - In the Early Years the Early Years framework is adhered to and children develop Writing skills through studying the Specific Area Literacy – Writing. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. They learn to spell some words correctly and are encouraged to write other words that are phonetically plausible.

### Key Stage 1 Phonics

In Year 1 pupils writing develops at a slower pace than their reading due to the need to encode the sounds they hear in words and the need to develop the physical skill of handwriting. They also need to learn how to organise their ideas in their writing.

At Castlefields we follow the programmes of study (from the National Curriculum 2014) for writing at key stages 1 and 2 which are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

Teaching develops pupils' competence in these two dimensions and in addition, pupils are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

In the teaching of Writing we follow the National Curriculum Programmes of Study for English that are set out year by year for Key Stage 1 and two-yearly for Key Stage 2.

Writing down ideas fluently depends on effective transcription: children follow spelling programmes in each year group to help them to build on spelling words quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words.

Composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This is taught in conjunction with other subject knowledge e.g. Geography, History or Science. Children are taught to have an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. They are also taught to edit their own work for clarity. Kinetic Letters is our school handwriting scheme that is taught from Nursery to Year 6 and helps children to develop a style of writing which is fluent, legible and, eventually speedy.

## **Spelling, Punctuation and Grammar**

Spelling, Punctuation and Grammar is taught in context wherever possible so that it is meaningful for the children. There are occasions when discrete grammar and spelling are taught.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils 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 should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning.

Throughout the programmes of study, teachers teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

## **Impact**

The successful approach at Castlefields to teaching Reading and Writing results in a high quality, challenging and engaging English curriculum, that provides children with excellent communication skills. Through carefully planned English that links with termly topics, children learn how to read and write in different genres and to discuss and debate about a range of topical issues. Children understand the importance of being able to Read and Write to a high standard and appreciate different the talents of different authors. Children at Castlefields overwhelmingly enjoy Literacy and this results in motivated learners. Monitoring the impact of our English curriculum is organised in the following way;

- Through learning walks conducted by both the English Co-ordinator (Headteacher) and a governor, with feedback given to members of staff.
- Analysis of Key Stage 1 and Key Stage 2 SATS data by the Senior Leaders and School Improvement Advisor, in conjunction with other relevant members of staff.
- iTrack data for Writing levels.
- Termly PIRA (Progress in Reading Assessment) tests that show the progress of individuals and groups of learners.
- Book trawls targeted specifically at identifying progress in comprehension skills and writing.
- Pupil questionnaires, looking at what pupils learning attitudes are towards Reading and Writing.