

THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

CARE
courage ambition respect enjoyment



KNOWLEDGE DEVELOPMENT OVERVIEW: English

SUBJECT: ENGLISH

NATIONAL CURRICULUM

Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

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. The national curriculum for English aims 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.

INTENT

At Thakeham Primary School, we believe that literacy and communication are key life skills and the foundation of our curriculum. We fiercely believe that a love of reading is essential!

Through English and the teaching of English, our main aim is to ensure we support every child develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become learners for life.

We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success. Literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive. English will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

EYFS

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
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ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

IMPLEMENTATION

<p>EYFS – Phonics and Writing</p>	<p>In EYFS, our writing and reading run alongside each other as the children learn the process of writing through the RWI phonics programme.</p> <p>In the Autumn term as the children start to learn the Set1 sounds we begin to introduce writing initial sounds to label their drawings. As they build on their knowledge of sounds we begin to blend sounds together to write simple CVC words. In the Spring Term, we introduce Set 2 sounds and the Red Ditty books in phonics. The children's writing then moves on to captions and sentence writing throughout the Spring and into the Summer Term.</p> <p>The children write as part of their phonic lesson as well as being given opportunities to write through our topic learning, which is based around the children's interests and something that will engage and motivate them to write. The genre of writing varies throughout the year and there is always an audience and purpose to our writing both in our small group work and the independent writing opportunities in the indoor and outdoor learning environment. We use a variety of writing tools and materials and encourage the children to select these independently.</p>
<p>Phonics and Early Reading</p>	<p>All planning, books and resources are derived from the Ruth Miskin ReadWriteInc systematic synthetic phonics programme.</p> <p>EYFS: Daily in EYFS</p> <p>Set 1 sounds are introduced in Autumn 1 and Autumn 2 and sound blending books are used.</p> <p>Set 2 sounds are introduced in Spring 1 and Spring 2 as well as starting the Red ditty books in class which become the focus text in phonics and pair shared reads.</p> <p>The equivalent book bag book is then sent home on a Monday for every child. Books are then looked at on a Thursday, children who have read the book bag book get a Dandelion reading book to read at home the rest of the week until book changing day the following Monday.</p> <p>KS1: Four times a week x30mins.</p> <p>Every half term, or more frequently if required, children are assessed in their phonics and appropriate ability groups are established. In the autumn, all groups check their set 1 sounds to pick up on any misconceptions/ gaps then move onto set 2 sounds. Depending on group dynamics, some may also start set 3 sounds. - filling in any gaps before moving on.</p> <p>During a phonic session, children will do paired shared reading based on their ability. They then have the equivalent book bag book sent home and this is changed every Friday. They also have another book which they have chosen from a selection of books that are within their range to take home. (This book can be changed as frequently as they would like).</p> <p>KS2: Children in KS2 attend the KS1 sessions as an intervention.</p> <p>Phonic lessons structure:</p> <ul style="list-style-type: none"> • 5 minutes recap speed sounds • 5 minutes new sound • 10 minutes apply new sound • 10 minutes reading RWI book
<p>Reading:</p>	<p>EYFS:</p> <p>A reading input is taught daily as part of continuous provision.</p> <p>KS1:</p> <p>Reading is intertwined with writing alongside a weekly VIPERS lesson on a Friday. Children off the phonics scheme do daily VIPERS during phonics sessions. Year 2 do VIPERS every Friday linking to our key text that term. Year 1 do guided reading VIPERS every Friday - They are split into groups based on ability. The children discuss what they have read and answers questions which are recorded in a variety of ways.</p> <p>KS2: 30 minute session at least 4xweekly.</p> <p>Reading and writing skills are intertwined through English teaching. Reading VIPERS is set out using the school's VIPERS format and a range of question formats and presentations are experienced.</p>

VIPERS

VIPERS is an approach which challenges the children in the six reading domains of the National Curriculum.

V= unpicking vocabulary choices and the impact the choice of words have.

I = developing an ability to infer a motive, action or event through the carefully chosen vocabulary and sentence structure and the clues given in a text.

P = predicting what may come next through a range of reading evidence.

E = being able to explain a motive, action, event or answer a question or share an opinion using the text as a reference and linking clues together.

R = developing the skills of retrieval to pick out key details required.

S = Sequence / Summarise

In KS1, children learn the skill of sequencing events, actions or information in the order it happens. In KS2, the children build a bigger picture using the evidence from the text to be able to summarise their understanding.

We have two reading dogs, which children take turns to come and read with in our school library.

Each class shares reading for enjoyment every day through the sharing of texts, short reads and longer chapter books.

Each class has their own reading corner which is display in line with our school library.

We celebrate reading through visiting authors, our Thakeham Reading Tree, certificates for reading achievements in assembly and school book fairs across the year.

We have a strong team of community Reading Volunteers who visit the school across the week to hear children read who require the extra opportunity.

Writing including SPAG**KS1 & 2**

Writing lessons are intertwined with reading lessons. Each half term, we focus on a different writing genre: writing to entertain, writing to inform, writing to persuade and in upper key stage 2, writing to discuss.

We ensure there is always an audience and purpose to our writing and that the writing choices made are effective.

Each unit will ensure there are opportunities for the children to:

- Immerse themselves in a genre and use their reading sessions to unpick the key features.
- Plan a piece of writing: this will include learning and practicing the necessary grammar and punctuation to be able to write effectively in that genre.
- Drafting their writing.
- Proofread their writing: checking for spellings, punctuation, omitted words etc.
- Editing their writing: considering how they can change vocabulary choices to greater effect, manipulate sentence structures, insert additional information etc.
- Publish their writing for purpose of display.

The writing units will cover:

- Critical Thinking: generating of ideas based on understanding of the genre.
- Syntax: making pupils aware of the SPAG they will need and the way the genre wants them to write.
- Text Structure: helping pupils understand everything the piece requires of them, e.g: structures, sequencing of information etc.
- Writing Craft: word choice, literary devices, and awareness of audience.
- Transcription: spelling, handwriting and associated skills.

Cycle A

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 1 & 2	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain
Year 3 & 4	Writing to inform	Writing to entertain	Writing to persuade	Writing to entertain	Writing to inform	Writing to entertain
Year 5 & 6	Writing to entertain	Writing to persuade	Writing to discuss	Writing to inform	Writing to discuss	Writing to entertain

Cycle B

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 1 & 2	Writing to entertain	Writing to inform	Writing to entertain	Writing to entertain	Writing to inform	Writing to entertain
Year 3 & 4	Writing to inform	Writing to entertain	Writing to entertain	Writing to persuade	Writing to inform	Writing to entertain
Year 5 & 6	Writing to entertain	Writing to inform	Writing to discuss	Writing to persuade	Writing to entertain	Writing to discuss

CEWs	Common Exception Words as listed in the National Curriculum are practised at the start of the school day for 15 minutes and assessed regularly as part of classroom practice.
Spellings	We follow a spelling scheme that incorporates all the spelling patterns stated in the National Curriculum. Groups of words are linked through a spelling rules of pattern and are focused on each week in school. A group of word are then learnt for by the children for an activity or test at the end of the week.
Handwriting	<p>EYFS Handwriting is taught daily and incorporated into the continuous provision, following the Pen Pals scheme.</p> <p>KS1: Handwriting is taught daily following the Pen Pals scheme.</p> <p>KS2: Handwriting is taught as required by individuals to greater increase the formation, flow and joins of individual and groups of letters following the Pen Pals scheme.</p>
Library Skills	Every year group works through a series of skills each term in their weekly library session. The children have the opportunity to borrow books from the school library both in their library session and in the lunchtime library session run by our school bookworms in upper key stage 2.

Disadvantaged and SEND pupils are at the heart of all planning sequences in the school. Like with every other lesson, we deploy a range of scaffolds, differentiation and support strategies in order to ensure every pupil can access the learning. This is reviewed as part of the Assess, Plan, Do, Review cycle.

IMPACT

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally.

Through our teaching of writing, it is our aim that children have the knowledge and skills to be able to write successfully for a purpose and audience. With the implementation of the writing sequence being established and taught in both key stages, children are becoming more confident writers and have the ability to plan, draft and edit their own work. By the end of key stage 2, children have developed a writer's craft, they enjoy sustained writing and can manipulate language, grammar and punctuation to create effect. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Assessment

To develop learning, pupils will be continuously assessed using a variety of strategies – observation, questioning, marking in accordance to our school Assessment and Feedback Policy. In EYFS, pupils will be assessed and the Foundation profile completed throughout the year.

The quality of marking is crucial. Teachers use live marking as often as possible and deep mark an end of unit piece of writing. All other marking should be linked to the marking codes in our Assessment and Feedback Policy. Information collected through marking about individual successes or misconceptions (formative assessment information) will influence what is taught in following lessons, and may result in planning adaptations.

Children will have a personalised writing target to work towards to support their writing.

Progress against the year group objectives are recorded on Insight.

All lessons are evaluated and teachers note children not meeting the lesson objectives as well as those exceeding them in order to inform future planning.

Statutory Assessment at Thakeham Primary School

- EYFS: Children are assessed in The early learning goals (ELGs) in the three prime areas of learning (communication and language; physical development; and personal, social and emotional development) and the ELGs in the specific areas of mathematics and literacy
- In year 1, children will sit the National phonics screening.
- In year 2 children take end of Key Stage 1 SATs which assess their reading skills and knowledge.
- In year 6 children take end of Key Stage 2 SATs which assess their reading and grammar, punctuation and spelling skills and knowledge.

National Curriculum Requirements

For information about the Primary National Curriculum requirements, please navigate to the following locations as detailed below (links to the EYFS Statutory Framework and Primary National Curriculum for England).

Early Years (Year R – including pupils aged 4): https://assets.publishing.service.gov.uk/media/65aa5e42ed27ca001327b2c7/EYFS_statutory_framework_for_group_and_school_based_providers.pdf

Key Stage 1 through to Key Stage 2 (Years 1,2,3,4,5 and 6): https://assets.publishing.service.gov.uk/media/5a81a9abe5274a2e8ab55319/PRIMARY_national_curriculum.pdf

Support

The expectation is that the majority of pupils will move through the programmes of study from the Early Years Statutory Framework and the National Curriculum at broadly the same pace. However, decisions about when to progress are always based on the security of pupils' understanding and their readiness to progress to the next stage.

We scaffold learning with a range of approaches, including:

- Modelling and demonstrating language orally or in writing.
- Build vocabulary required and display for purposeful use.
- Drawing upon prior learning to create context of task.
- Incorporate collaborative group or paired work into the lesson.
- Use visuals to support understanding and aid recording.
- Provide vocabulary prompts and writing frames.

Those who are not sufficiently fluent with previously learnt objectives are supported with consolidating their understanding, through additional practice or pre-teaching within subsequent lessons or in small group interventions, before moving on.

We are very mindful of the need to work closely with children and take time to learn about their strengths and weaknesses, being vigilant about not adopting false labels to ensure their needs in English are met.

Challenge

Pupils are challenged through high expectations, knowing children well and fostering an inclusive environment which encourages a growth mind set within our children.

By giving quality feedback, ensuring engagement and challenge through effective questioning and modelling, we develop independence in our readers and writers. Teachers provide opportunities for children to be challenged through the wider opportunities to write

Children who grasp concepts rapidly are challenged by being offered rich and sophisticated problems requiring application of their developing reasoning skills, before any acceleration onto a wider and deeper understanding of each objective.

Last audited: 23.2.24 by EH