



Rationale for the Teaching of English - Felton C of E Primary School

This document should be read in conjunction with our Curriculum Essentials Document our Teaching, Learning and Assessment, Classroom Environment and Responding to Children's work policies.

At Felton C of E Primary School we teach an English curriculum based on the National Curriculum for Primary Schools. However, as with everything at our school, we have worked hard to develop our own curriculum model and methods for teaching this important subject.

The three areas of English: reading, writing and spoken language have a key place in the education of pupils here at Felton C of E Primary School. English is both an important subject in its own right and the medium for accessing the whole curriculum.

Reading

The Simple View of Reading provides the rationale for the structure of reading provision at Felton C of E Primary School.

The Simple View of Reading, which is the conceptual framework that underpins reading in the new National Curriculum, sets out a model of reading that has two dimensions: word-reading and language comprehension.

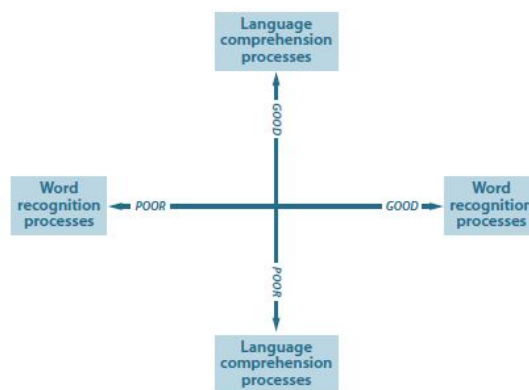


Fig 1- The Simple View of Reading

Word-Reading

Skilled **word reading** involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

(Rose review of the teaching of early reading, DfE, 2006)

At, Felton C of E Primary School our pupils follow a system of synthetic phonics, based on the Letters and Sounds programme. This is in place throughout the EYFS and Key Stage One. Word-reading is assessed through continuous teacher assessment and validated by the phonics check in Year 1. A rigorous intervention plan ensures children who struggle with word-reading receive further support in Y2, Y3 and if necessary, Y4. In Reception, Y1, Y2 and Y3 guided reading offers an opportunity for children to apply their decoding skills with real books. The school follows the Oxford Reading Tree reading scheme, supplemented with other high-quality books banded into the scheme.

Spelling across the school builds on the patterns children learn earlier in the school, both for phonetically plausible words and common exception words. From Year 2 onwards children receive daily spelling sessions using the 'Spelling Inc' programme.

Comprehension

Good **comprehension** draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction.

(Rose review of the teaching of early reading, DfE, 2006)

At Felton C of E Primary School, comprehension is taught through English lessons and guided reading sessions. English lessons are organised as part of units of work (known as 'Mini Adventures') written around high-quality texts. Pupils are expected to develop a range of specific comprehension skills, ranging from straightforward retrieval of information to quite sophisticated inference. The differentiation is provided by texts of increasing challenge. The texts children read in lessons provide the stimulus for much of their writing work.

Comprehension skills

- Recalling and retrieving
- Previewing
- Predicting
- Activating and building prior knowledge
- Questioning
- Visualizing and other sensory responses
- Deducting, inferring and justifying opinions

Comprehension is assessed through guided reading sessions against a set of criteria drawn from the new National Curriculum. From the Summer of 2016, in Years 2, 3 4 and 5 pupils will sit an internal standardised reading comprehension test in the summer term to validate teachers' judgements.

In addition to English lessons, guided reading and phonics, children at Felton C of E Primary School have the opportunity to read independently and listen to books read to them by an adult. This supports their comprehension, develops their vocabulary and helps them to enjoy reading and lose themselves in a story. At Felton C of E

Primary School we recognise that this is an issue of equity as not all our children have the opportunity to read and enjoy books at home

Writing

Writing is divided into two interrelated areas: composition and transcription. It is our aim that all pupils who attend Felton C of E Primary School leave us able to write clearly, accurately and coherently, with the ability to adapt their language and style to a range of contexts, purposes and audiences. Expectations with regard to handwriting and presentation are high at Felton C of E Primary School. Writing is taught through the same text-based units of work or Mini Adventures as reading, with children given regular opportunities to carry out an extended piece of writing. Each piece of writing is edited, honed and redrafted until it is the best it can be. The expectation is that the next piece of writing a child produces will be slightly better. Feedback is given in the middle of the writing process, so children can act on advice and have the chance to learn from what they are being told.

The Writing Process

At Felton C of E Primary School all pupils are supported to develop written work of the best quality that they can. Pupils have an opportunity to encounter high quality language, both from written texts and teacher interaction. Grammar, punctuation and other specific language elements are taught within the context of both reading and writing. There are four stages to the writing process here at Felton C of E Primary School:

- Planning
- Writing
- Editing
- Redrafting

Assessment in the form of high quality oral feedback and interactive marking enables children to improve their work, building towards the production of quality written outcomes.

At the end of each Mini Adventure, children produce an independent piece of writing as a summative assessment. This is kept as part of a learning journey which tracks each child as they progress through the school.

Spoken Language

At Felton C of E Primary School, oracy has a central place in our curriculum, reflecting the vital importance of spoken language in our pupils' development. Pupils are supported to speak in Standard English at all times whilst at school. There are opportunities to talk across the entire curriculum, as this is recognised as being a key way in which pupils develop their learning. Pupils are supported to talk about their ideas, helping to consolidate their learning. In addition to making formal presentations and participating in debates, pupils are regularly challenged to elaborate and explain clearly their understanding and ideas across the curriculum.

We also provide opportunities for children to participate in drama and performance poetry.

Please see Appendix one on the next page for more details on spelling, punctuation and grammar and for links to useful information for parents.

Appendix one

Spelling

We follow a systematic approach to the teaching of Phonics based on the National Programme: 'Letters and Sounds'.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf

Nursery

- Phase one : this falls largely within the Communication, Language and Literacy area of Learning in the Early Years Foundation Stage and focuses on:
 - Hearing sounds in the environment then hearing, recognising and beginning to write initial sounds of words
 - When ready, children also learn to recognise the first words linked to Oxford Reading Tree (ORT) books.

Reception and Year 1

- Letters and Sounds up to and including Phase 5
- High frequency words from first stages of ORT
- Read, write and spell first 100 High Frequency words (plus the National Curriculum Appendix 1 Yr1 /2 Common Exception Words (CEW) not included on this list)
- When appropriate to individual, children receive 'Look , Cover, Write and Check' book to practise spellings

Year 2

- Letters and sounds to Phase 6
- High frequency words from ORT
- Read, write and spell first 100 High Frequency words and next 200 if appropriate (plus the National Curriculum Appendix 1 Yr1 /2 Common Exception Words (CEW) not included on this list)
- 'Look , Cover, Write and Check' book to practise spellings taken the Spelling inc programme

Year 3 and 4

- Letters and sounds to Phase 6
- Read, write and spell first and the next 200 High Frequency words including the CEWs – applied consistently to independent writing

- Read, write and spell year 3 and 4 spellings from National Curriculum Appendix 1 List
- 'Look , Cover, Write and Check' book to practise spellings from appropriate Spelling Inc stage

Year 5 and 6

- Read, write and spell first 100 and the next 200 High Frequency words – applied consistently to independent writing
- Year 3 and 4 spelling list from National Curriculum Appendix 1– knowledge applied consistently to independent writing
- Read, write and spell year 5 and 6 spellings from National Curriculum Appendix 1 (and by year 6 this knowledge to be applied consistently to their independent writing)
- 'Look , Cover, Write and Check' book to practise spellings from appropriate Spelling Inc stage

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

Teaching is also targeted to allow children to achieve the National Curriculum Age Related Expectations for Spelling, Punctuation and Grammar.

Punctuation and Grammar

At Felton C of E primary School we know that young pupils, in particular, use more complex language in speech than in writing, and teachers aim to build on this to ensure a smooth transition to sophisticated writing. The table accessed from the link focuses on Standard English and sets out the statutory requirements of the national curriculum which all children will be taught across our English Curriculum.

The National curriculum document states that:

'The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate. The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice. All terms in bold should be understood with the meanings set out in the Glossary.'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf