

ENGLISH

Aims

- To teach the children to become confident speakers and effective listeners.
- To teach the children to become fluent, independent readers.
- To teach the children to become writers of cohesive, expressive and well-presented work.
- To support children of all abilities, including children on the SEN and G&T registers.

EYFS

In the EYFS curriculum, children develop confidence and competence in communication, speaking and listening, listening to stories and beginning to read and write.

Literacy is made up of the following components:

- language for communication
- language for thinking
- linking sounds and letters
- reading
- writing
- handwriting

Reading

In nursery, children choose books to look at and share. In YR, children begin the colour coded reading scheme. Activities include: regular reading to a teacher or TA, independent reading, guided reading and word games.

Writing

Writing begins as mark making and emergent writing. It is then developed into simple sentences. By the end of YR, children move from the 'Big Talk' to the 'Big Write'.

Spelling

'Letters and Sounds' begins in Nursery

Handwriting

Mark making develops into correct letter formation, with 'flicks and kicks' at the beginning and end of a letter.

KS1 AND KS2

English is taught primarily as a discreet subject in KS1 and KS2 although links are made with other areas of the curriculum when and where possible.

Writing

Teachers use the units of work/writing genres from the Primary Strategy as a reference point for their planning. Objectives are taken from the National Curriculum and the Primary Strategy.

The Big Write

The Big Write (BW) is an integral part of English lessons throughout the school and all classes work towards the Big Write, which takes place on Thursday morning.

Children write independently after break for up to 45 minutes (depending on age).

Teachers choose a theme for the BW based on the unit or work being covered and where and when possible link this to:

- other areas of the curriculum
- topical events
- recent visits
- texts

Ideas are developed, practised and planned during the week. Activities may include the following: reading texts, talk partners, discussion groups, drama, shared and guided writing activities, teacher modelling.

Vocabulary, connectives, openers and punctuation (VCOP) also form an integral part of each lesson.

In each classroom there should be an area of display board dedicated to VCOP.

Children should be made aware of the key features of different writing genres and they should also be made aware of the success criteria when writing.

On Thursday mornings there are 2 parts to the lesson:

- before break - a planning and oral session
- after break - a writing session, when all children work independently (music/special lighting may be used to enhance this time)

Reading

Throughout KS1 and KS2 there is a colour coded reading scheme.

Reading activities include:

- precision reading KS1
- individual reading time - (reading schemes progressing to free reading) - reading to teachers, TAs or other adults
- guided reading (guided group plus a carousel of reading activities)
- reading programme (TA time is used to hear readers from 'target' groups in each class)
- use of the school library

Reading Comprehension

Reading Comprehension exercises take place on a regular basis. (Collins Literacy/ Ginn Comprehension)

Past papers and other similar materials are used to prepare pupils for the end of year Sat tests.

Reading Diaries

Reading diaries are used in both KS1 and KS2. Teachers, parents, children and TA's sign the diaries.

Children are expected to read at home throughout the week and have their diaries signed at least 3 times by a parent/guardian. Diaries are checked by teachers each week.

Speaking and Listening

Speaking and listening activities are an integral part of all areas in the curriculum and are enhanced by using talk partners, group work and role play in all key stages.

Spelling and Phonics

KS1 Letters and Sounds are practised at least 3 times a week.

KS1 Weekly spelling lists are based on letters and sounds. Children are tested each week.

KS2 Weekly spelling lists are based on words from Spelling Made Easy. Children are tested each week.

Handwriting

A cursive handwriting is taught throughout the school and joining letters may begin in Y1.

Lower case 'descenders' are looped.

Words begin with a 'sweep up' to the first letter.

Cartridge pens are introduced in Y5 and Y6.

Targets

Individual writing targets are used in KS1 and KS2.

Reading Targets are used in KS1 and KS2.

Assessment

- Suffolk reading test - autumn and spring term
- unaided writing and comprehension - autumn and spring term
- optional Sats Y3,4,5 - end of summer term
- Y2 and Y6 Sats
- APP writing materials
- marking work and setting individual targets

- KS1 100/200 key words- termly
- Classroom observation

Resources

All classes in KS1 and KS2 have access to a variety of materials including:

- The Collins Literacy Scheme (pupil books and teachers' resources)
- Class Works - available in each class.
- Big Books
- The computer suite/lap tops
- Key Comprehension
- Key Grammar
- Library

SEN

Our inclusion policy ensures that all children have access to literacy at their own level and that IEP's provide targets and suggested activities to facilitate this.

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