



'A writer only begins a book, a reader finishes it' Samuel Johnson

Our Intent

At South Hykeham Community Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion.

One of our priorities is for the children to develop reading skills as well as comprehension skills. We support children to develop a love of reading for pleasure, as well as for information, by reading widely and often. Reading opportunities are engaging through the use of high quality texts as well as a range of media to support learning.

We recognise the importance of nurturing a culture where children take pride in their writing where they: inspire to be authors who entertain their audience, who can write clearly and accurately and adapt their language and style for a range of contexts, take pride in presentation and the content of final pieces. We believe creativity to be at the forefront of our English curriculum and for children to write with a purpose ensuring lively, imaginative and original pieces of work. Our hope is that children see themselves as authors by the time they leave South Hykeham Primary School.

We aim to inspire children to be confident in the art of speaking and listening so they can use discussion to communicate and further their learning.



Implementation

We believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to final pieces of work. Therefore, we promote reading through:

- Using books as the basis of our English lessons (also using a range of media to engage pupils),
- Allowing for daily reading opportunities (within the curriculum or independently),
- Providing opportunities to read over lunchtime,
- Using whole school reward schemes,
- Regularly adding new books to the library,
- Taking part in book themed days (for example World book Day, Roald Dahl Day, author/poet visits).
- Sharing class stories,
- Books to be included as part of the English working wall with reading connections being made where possible.

Children are aware how reading can be used to support writing. This is supported within daily English lessons where children are able to see examples from books/texts or by teachers modelling work. We believe that pupils who are provided a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes.

Children are taught using a book led approach to English lessons. Whilst EYFS and Year 1 follow Little Wandle for their main English input, they also have two writing sessions a week based on their class book. Year 2 and Year 3 follow a book led approach by using the class text as a stimulus and focus for genre writing. Year 4,5 and 6 complete a book study where they look in depth at authorial choice and apply different writing styles within their work.



Implementation continued

Children are taught to be independent in their writing through the use of English displays, writers tool kits, word banks and dictionaries/thesauri. Our aim is that children see themselves as authors and have the skills to write for a range of purposes.

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers plan to teach the required skills through the genres of writing that they are teaching, linking it to the genre to make it more connected with the intended writing outcome. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons; this is done by following the No Nonsense grammar scheme.

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Reception and Year 1 teachers follow Letters and Sounds for phonics and from Year 2 to Year 6 teachers use a mixture of the No Nonsense Spelling Scheme and Nelson Spelling Scheme, which is combined within a long term plan. Children are given spellings to learn each week and are tested through a Spelling Bee within class. These spelling patterns are then highlighted within lessons to ensure there is a focus on applying spelling patterns to written work.

Opportunities for discussion and debate are a regular part of the learning journey children take across the curriculum. Children will be given the opportunity to perform work in front of an audience regularly. Ideas from 'Talk For Writing' will also be used in class in order to support the development of children speaking aloud.



Impact

Children will enjoy writing across a range of genres and read a wide range of fiction and non-fiction texts. Children of all abilities will be able to succeed in all English lessons because work will have appropriate scaffolds and extensions based on judgements from benchmark writing and daily assessments. Gaining independent skills, children will have a good knowledge of how to adapt their writing based on the context and audience.

Children will leave South Hykeham Community Primary School as confident readers and writers with a bank of strategies to help them read and write independently, creatively and passionately.

Assessment for learning strategies are used on a daily basis. These will allow a picture to be built up of the pupils' progress, any areas of strength or weakness which can then be addressed in teachers' planning. This is recorded using Classroom Monitor.

Assessment of learning is completed termly. Children complete three independent writing pieces over a year, which are assessed against our writing criteria. Analysis of the data impacts upon teachers planning so pupils' needs can be addressed. Moderation of teacher assessment is also completed termly in order to ensure that judgements are accurate. At the end of KS1 and KS2 teachers use the Teacher Assessment Framework to report Teacher assessment.



Expectations

Level Expected at the End of EYFS

In our Foundation Stage, this involves following the 'Statutory framework for the Early Years Foundation Stage', and the following are expected:

Communication and Language

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

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.

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.

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.

ELG: Fine Motor Skills

Children at the expected level of development will:

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

Invent, adapt and recount narratives and stories with peers and their teacher.



Year 1 – 6 National Curriculum Expectations for Spoken Language

- Pupils should be taught to:

(These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils).

- Listen and respond appropriately to adults and their peers;
- Ask relevant questions to extend their understanding and knowledge;
- Use relevant strategies to build their vocabulary;
- Articulate and justify answers, arguments and opinions;
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings;
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments;
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas;
- Speak audibly and fluently with an increasing command of Standard English;
- Participate in discussions, presentations, performances, role play, improvisations and debates;
- Gain, maintain and monitor the interest of the listener(s);
- Consider and evaluate different viewpoints, attending to and building on the contributions of others;
- Select and use appropriate registers for effective communication.



Year 1 National Curriculum Expectations

During year 1, teachers should build on work from the Early Years Foundation Stage, making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonic knowledge and skills that they have already learnt. Teachers should also ensure that pupils continue to learn new grapheme-phoneme correspondences (GPCs) and revise and consolidate those learnt earlier. The understanding that the letter(s) on the page represent the sounds in spoken words should underpin pupils' reading and spelling of all words. This includes common words containing unusual GPCs. The term 'common exception words' is used throughout the programmes of study for such words. Alongside this knowledge of GPCs, pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying this skill whenever they encounter new words. This will be supported by practice in reading books consistent with their developing phonic knowledge and skill and their knowledge of common exception words. At the same time they will need to hear, share and discuss a wide range of high quality books to develop a love of reading and broaden their vocabulary. Pupils should be helped to read words without overt sounding and blending after a few encounters. Those who are slow to develop this skill should have extra practice. Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. Pupils entering year 1 who have not yet met the early learning goals for literacy should continue to follow their school's curriculum for the Early Years Foundation Stage to develop their word reading, spelling and language skills. However, these pupils should follow the year 1 programme of study in terms of the books they listen to and discuss, so that they develop their vocabulary and understanding of grammar, as well as their knowledge more generally across the curriculum. If they are still struggling to decode and spell, they need to be taught to do this urgently through a rigorous and systematic phonics programme so that they catch up rapidly. Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

By the beginning of year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during year 1



Year 2 National Curriculum Expectations

Pupils should be taught to:

Establish accurate and speedy word reading skills;

Listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books;

Compose individual sentences orally and then write them down;

Spell correctly many of the words covered in year 1;

Make phonically plausible attempts to spell words they have not yet learnt;

Form individual letters correctly, so establishing good handwriting habits from the beginning.

Understand that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table.

The Year 2 specific expectations are outlined in the statutory requirements in the Year group programmes of study in the National Curriculum for England.



Lower Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

Read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words;

Decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation;

Develop their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently;

Develop their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently;

Develop their knowledge and skills in reading non-fiction about a wide range of subjects;

Justify their views about what they have read: with support at the start of year 3 and increasingly independently by the end of year 4;

Write down their ideas with a reasonable degree of accuracy and with good sentence punctuation;

Build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas;

Begin to understand how writing can be different from speech;

Use joined handwriting;

Spell common words, including common exception words and other words that they have learnt;

Spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology;

Demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary;

Become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

The Year 3 and Year 4 specific expectations are outlined in the statutory requirements in the Year group programmes of study in the National Curriculum for England.



Upper Key Stage 2 National Curriculum Expectations

Pupils should be taught to:

- Read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace;
- Read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly;
- Prepare readings, with appropriate intonation to show their understanding;
- Summarise and present a familiar story in their own words;
- Read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read;
- Write down their ideas quickly - their grammar and punctuation should be broadly accurate.
- Spell most words taught so far accurately and spell words that they have not yet been taught by using what they have learnt about how spelling works in English;
- Enjoy and understand language, especially vocabulary, to support their reading and writing;
- Enhance the effectiveness of their writing as well as their competence.
- By the end of year 6 - read and write fluently and effortlessly enough for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English;
- Reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar;
- Consciously control sentence structure in their writing and understand why sentences are constructed as they are;
- Understand nuances in vocabulary choice and age-appropriate, academic vocabulary;
- Show confidence, enjoyment and mastery of language through public speaking, performance and debate.

The Year 5 and Year 6 specific expectations are outlined in the statutory requirements in the Year group programmes of study in the National Curriculum for England.