

The English curriculum has been revised in line with the new national curriculum July 2014. Our English curriculum is structured using a variety of schemes and materials which support planning for the teaching and learning in reading, writing, spelling, punctuation and grammar. Speaking & listening strategies are used to underpin teaching in English. We follow the national curriculum for English in addition to using other resources.

Phonics and Spelling

Our phonics teaching in Foundation Stage and Key Stage 1 follows the Phases for Teaching Phonics and is supported by the 'Letters and Sounds' materials. Children in Foundation Stage and KS1 work in target groups for daily phonics sessions in order to match the phonics teaching to their ability and needs. Children in KS 1 complete a daily 'spell it' activity in addition to their phonics sessions which focuses on using the Hear it, Say it, Spell it and Look, Cover, Write, Check strategy for common exception words. Children needing additional support in KS 2 receive this through separate interventions on a 1:1 or small group basis using a variety of strategies including precision teaching and published material e.g 'Toe to Toe'. In addition to this KS 1 and 2 follow the national Curriculum for spelling for each year group supported by 'No Nonsense Spelling' scheme in years 2-6. Spelling in KS 2 is taught as a specific lesson at least twice a week as well as being revisited in other lessons and in marking of the children's work. Children are encouraged to use spelling patterns and strategies taught in their independent writing in all curriculum subjects. Children in years 1-6 take part in a weekly spelling test which focuses on the spelling pattern being currently taught as well as national curriculum word lists. We ask parents to support their children with learning their spellings as part of a weekly homework activity.

Reading

Each year group has a variety of individual reading books and guided reading books from a variety of published reading schemes including Oxford Reading Tree, Project X, and Collins' Big Cat as well as books by popular and renowned authors. Children read on a 1:1 basis to adults, within guided reading groups and with 'reading buddies' from paired classes. We also have some volunteers from the local community who come into school to read with our children. We are in the process of setting up a school library with fiction, non-fiction and dual language books as well as reading material for less confident older children with an age appropriate maturity level. Years 2-6 receive a weekly children's newspaper, a copy of which is also displayed on the school weekly news board. Each class has an attractive and engaging reading area where children can select reading material to take home. Parents are encouraged to hear their children read daily and record their progress in their children's personal organisers which are also used by staff. Information to support parents with asking questions to develop their child's comprehension skills is stuck into the personal organisers for children reading on the different book bands used in school and is differentiated to the book band level.

Writing & SPaG

The teaching of grammar and punctuation is underpinned by the Rainbow Grammar Scheme by Jason Wade and is taught as a specific lesson at least twice a week and becomes the focus for their weekly piece of independent 'Rainbow Writing'. Guided writing is also used as a strategy with small groups to consolidate the use of correct grammar and punctuation within writing. Opportunities for writing are planned in other areas of the curriculum and cross curricular work is used to extend and consolidate children's reading, writing, speaking and listening skills.

Foundation Stage

In Foundation Stage 'Talk Boost' intervention is used to support children's early language development alongside quality first teaching to establish good foundations for speaking and listening. Speech and language interventions are also used for quick sharp bursts to increase

children's vocabulary, ensuring that EAL children have opportunities to access words/pictures in their own language as well as in English.

Fine motor activities are planned as well as interventions to help the children to begin to write. The unit lends itself to a wide variety of activities where the children are reading and writing through a fun and rich learning environment.

The literacy, communication and language areas of learning are developed through quality first teaching, experiences, interaction and intervention within the foundation stage.

Assessment & Monitoring

School use 'Headway' materials and OTrack as systems for monitoring and recording progress and to inform planning. P Levels and PIVATs are used to monitor the progress of pupils with Special Educational Needs and the local authority EAL tracker is used to monitor progress for pupils with English as an Additional Language. The literacy coordinator works closely with the senior leadership team and head teacher to monitor the teaching and learning in English and pupil voice is an important aspect of this monitoring to ensure our children's opinions are heard, valued and responded to.