English 3 Is

INTENT

To deliver an exciting, innovative English curriculum centred around a love for reading which enables and enhances children's written and oral communication and creativity.

IMPLEMENTATION

At Farington Primary School we choose high-quality texts, which include a breadth of non-fiction, fiction and poetry. The children will be immersed in the text and develop and extend vocabulary, daily. We use our working walls to display this.

Children read daily, write daily, discuss, speak and listen daily. They will use a range of class, paired and group work to achieve this.

Reading skills are taught / modelled in lessons to develop fluency via: echo reading, choral reading, paired reading & performance reading.

We use talk for writing/ text-marking skills (effective in pairs or groups/ whole class): identify and discuss words they don't understand; make links to other books, own experiences, wider world; make predictions, ask questions, wonder; identify key words / phrases; find clues; summarise the general meaning.

As teachers we devise questions that mirror reading test papers: multiple-choice, extended constructed questions, ranking/ordering, labelling, find and copy, short constructed response question types.

We practise reading skills across the curriculum, and link this to practising writing skills, across the curriculum: daily sentence work, daily prose, pencil grip, handwriting.

Grammar and spelling is taught as stand-alone grammar/spelling lessons, or as grammar starters. The children can then transfer these skills into extended pieces of writing, taught through a specific writing process, which has clear expectations for writing, throughout school.

We have developed an Oracy curriculum which follows the Spoken Language expectations of the National Curriculum and shows progression through specific objectives and tasks from EYFS to Year 6.

Assessment for learning should occur throughout the entire lesson, enabling teachers/teaching assistants to adapt their teaching/input to meet the children's needs. This feedback should be incisive and regular and if further support and intervention is needed this can be put in place early.

Children should be active; revisiting skills they haven't yet mastered (perhaps recapping on class targets/correcting errors from a previous lesson); learning something new or learning to apply their knowledge to different contexts. They should be: 'doing' very quickly; working at a good pace and being productive; sharing their thoughts and methods and being successful.

IMPACT

Children will be fluent readers with a good understanding and high level of enjoyment, of what they've read

Children use phonics skills to help them become confident readers

Children can retain knowledge of spelling rules and apply them in their writing

Children draw on reading and life experiences to confidently communicate ideas

Children learn new words in every lesson and apply them in context in all areas of learning. They are encouraged to extend their range of vocabulary, through English lessons, topic work and the Oracy curriculum.

Children can structure cohesive pieces of writing and use a variety of sentences, which are punctuated correctly, with neat and legible handwriting