

English at Menston Primary School

The teaching of English is structured around the New National Curriculum and the Early Learning Goals in the early years.

A wide range of materials is used to enhance the delivery of quality first teaching. We adopt a cross-curricular approach to English, which means that opportunities are taken to make meaningful links with other curriculum areas. For example, this could be writing a set of instructions in Design Technology, writing a diary entry or letter from a particular character in History.

Pupils in Foundation and KS1 are taught phonics, using the Letters and Sounds framework.

SPEAKING AND LISTENING

We aim to use varied teaching strategies to engage and develop all pupils in speaking eloquently in a range of situations. Children need to develop effective communication skills in readiness for later life. Children use talking partners and discussion groups as part of their learning. Adults model good spoken language and children are expected to speak in full sentences at all times.



Using role play to enhance learning.

Role play - Percy the Park Keeper



READING

The opportunities, organisation and provision for the teaching and learning of reading are as follows:

Shared reading - children read in a group using the same text or with a partner engaging in discussion about what they have read.

Guided reading- Teachers provide targeted structured activities for each reading group.

Independent reading - children have a variety of opportunities to read silently during specific times for reading and during the course of lessons across the curriculum.



Quiet reading zone



Phonics - Phonics is taught through Letters & Sounds daily to all children in EYFS and KS1, and into KS2 for some children.

Foundation children working in the English area.

Reading to Children - Teachers model reading for pleasure. It is important that children enjoy reading and also have the opportunity to experience books from classic and modern classic authors.

Resources - A book banded reading scheme operates across the school which comprises of a range of different schemes. Children work their way through the bands and then become free readers. Banded books used by children in KS1 are phonically decodable and children are placed on the band according to their phonic knowledge. Children have access to a large, well-stocked library situated in 'The Link' building.

Links to parents - In KS1 and Lower Key Stage 2 each child has a reading record book which logs books they have read and comments about their reading. Parents and teaching staff write in this book. Children throughout school are encouraged to read at home every day as this is an essential part of their reading development.

WRITING

Opportunities, organisation and provision for the teaching and learning of writing are as follows:

Phonics - In Foundation and KS1 teachers provide daily Phonic / spelling sessions of approximately 20 minutes. In KS2 some children will require further phonic sessions to aid their writing.

Spellings- Spelling is taught through learning spelling rules, letter strings and high frequency words. Teachers do not mark every word spelt incorrectly but will highlight a key word (the choice of which words to correct will depend on the child's ability and the purpose of the writing.) Children will respond to the marking during a following session.



Emergent writing - In Foundation and Key Stage 1 children are given regular opportunities to write freely within a particular genre and across the curriculum. This gives them the opportunity to become emergent writers.

Shared Writing - Within each teaching sequences shared writing is a key part, teachers work intensely with a selected group of children on a specific element of writing.

Guided Writing/Independent Writing - Each teaching sequence includes an opportunity for guided and independent writing. There are frequent opportunities for independent writing throughout the other curriculum areas.

Talk for Writing -The whole school utilises the talk into writing to aid children with their writing. The children are able to appreciate structure, vocabulary and style and add this to their personal writing toolkit.

Handwriting - We use the Letter-join scheme to teach handwriting. Children have frequent lessons in Key Stage One and Key Stage Two, in Foundation Stage the children access handwriting through provision. Children write with a pencil, they are given a pen when they are deemed ready and able to join fluently.

ASSESSMENT - Reading and Writing are carefully assessed and moderated by teachers and their teams, training and guidance is given both within school and within the LAP. Work is assessed in line with the new curriculum. The findings of the assessments are used to inform planning to help the teaching and learning process. In line with the New National curriculum requirements and the raised expectations that this document requires, teachers also assess termly to determine whether a child is working at, below or above the level expected for their age. Children have statutory assessments and/or tests at Year 1 (phonics screening), Year 2 (reading and writing) and Year 6 (reading, spelling and grammar).

Useful websites for parents to visit:

<http://www.funenglishgames.com>

<http://www.topmarks.co.uk>,

<http://www.oxfordowl.co.uk/home>

L J Gregson (English Manager)

