

English at Menston Primary School

The teaching of English is structured around the Early Learning Goals in Foundation and the National Curriculum in Years 1-6.

SPEAKING AND LISTENING

“Talk is not merely a conduit for sharing information, or a means for controlling the exuberance of youth; it is the most important educational tool for guiding the development of understanding and for jointly constructing knowledge.”

Hodgkins and Mercer, Exploring Talk in Schools

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach children to express themselves orally in an appropriate way, matching their style and response to audience and purpose, listening and responding to literature, giving and receiving instructions.

Children develop the skills of participating effectively in group discussions. From Foundation to Year 6, all children are encouraged to:

- Justify ideas with reasons.
- Ask questions to check understanding.
- Develop vocabulary and build knowledge.
- Negotiate.
- Evaluate and build on the ideas of others.
- Select the appropriate register for effective communication.
- Give well-structured descriptions and explanations.
- Speculate, hypothesise and explore ideas.
- Organise their ideas prior to writing.

READING

Reading is given high priority at Menston Primary. It is the gateway to all other knowledge. If children do not learn to read efficiently, the path is blocked to every subject they encounter in their school years. Reading for pleasure, often and with enthusiasm, lays the foundations for life; you interact, react, empathise and understand the tools to express yourself and interpret life. Can you remember the first book that truly 'hooked' you?

“The more that you read, the more things you will know. The more you learn, the more places you’ll go.”

Dr. Seuss, “I Can Read With My Eyes Shut!”

High quality, systematic phonic work is taught daily in Foundation and Key Stage One using the 'Letters and Sounds' programme, moving on to Read, Write, Inc in Year 2. This includes aspects of physical development as well as oral and

auditory phonics practice. Children learn the relevant GPCs, blending and segmenting skills and spelling rules for their phase.

In Foundation and Key Stage One, children are provided with books appropriate to their reading ability from a range of reading schemes. The children work their way through the phonic books and are assessed using the 'PM Benchmarking kit'. This allows the children to demonstrate their ability to word read and understand a text.



Our reading provision in school includes a personalised online reading scheme for Foundation and KS1 pupils, so that they can read books, at home and in school, on their computers (see Bug Club above). This is complemented by a series of decodable scheme books.

Across school, pupils complete whole class and/or guided reading sessions throughout the week. These sessions often have a specific focus on prediction, retrieval, vocabulary, inference and comprehension.

Our school library is well stocked with a range of book types. Alongside this, each class has a class library. Foundation and KS1 children borrow books on a weekly basis from the school library. They are encouraged to choose books and follow their interests. This is tracked through software called Reading Cloud. KS2 children borrow books from their class libraries and choices are monitored by the class teacher.

WRITING

At Menston Primary, we place a high value on writing. The children are encouraged to:

- Develop the stamina and skills to write at length.
- Use accurate spelling and punctuation.
- Be grammatically correct.
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations.
- Write to support their understanding and consolidation of what they have heard or read.

The curriculum for the early years Foundation Stage (EYFS) is organised into 7 areas of learning and Early Learning Goals (ELGs). The areas of learning that link specifically to English are:

- Communication and Language which includes listening and attention, understanding and speaking.
- Physical development in particular the moving and handling aspect of learning and development
- Literacy which includes reading and writing.

We believe it is important that the children are aware that writing is a necessity for life and we ensure that every opportunity is taken to plan for cross curricular links in our Learning Challenge Curriculum. To ensure that there is a seamless link between reading and writing, teachers often use high quality texts to engage and immerse children in specific genres. Pupils are encouraged to find key structures and grammatical features of the text and use these in their own writing. Teachers model expected writing using key skills which will be specifically taught in each year group, in accordance with the National Curriculum objectives.

ASSESSMENT

Reading and Writing are carefully assessed and moderated by teachers and within their teams regularly. Training and guidance are given both in school and within the Local Area Partnership. The findings of the assessments are used to inform planning to help the teaching and learning process. Teachers assess to determine whether a child is working below, working at or working above age related expectations.

Children have statutory assessments and/or tests at Year 1 (phonics screening), Year 2 (reading and writing) and Year 6 (reading, writing and grammar, punctuation & spelling).

Curriculum Statement written by D.Baker

English Lead 2020