

# The English Curriculum at Swanton Morley Primary School

Years one to six follow the English National Curriculum (*pub. 2014*)

## Reception continue to follow the Early Years Foundation Stage curriculum including elements of National Curriculum

English is taught daily in the Early Years, Key Stage 1 and 2. We aim to help each child to express ideas and opinions; to convey meaning clearly and fluently both in writing and in speech; to develop the confidence to communicate effectively and to be able to listen attentively and with understanding. The aim when teaching reading is to encourage children to read with fluency, accuracy and understanding and to develop a positive attitude towards reading. Reading is seen as an activity, which will not only broaden their knowledge, but also enable children to derive pleasure and satisfaction from imaginative fiction.

### Reception and Key Stage 1

In the infants we teach our children to read and write using a systematic phonics programme called *Read Write Inc.*

In reception we begin by teaching children to read the first thirty sounds and to blend these sounds to read words. Once they have mastered this skill, they start reading books that have words made up of the sounds they know. We teach them how to write the sounds and to use this knowledge to spell words, leading to writing short sentences. As their confidence and fluency grows, we teach more sounds and the children read increasingly complex texts. Children move through the programme at their own pace and are given extra support if they need it.

Children read daily using books from the *Read Write Inc.* scheme, various other reading schemes and from real books. Children take home individual reading books and we encourage parents to read regularly with their child and write a comment in their home/school reading book. By the end of Year 2, it is our expectation that the vast majority of children will be fluent readers and will no longer need explicit phonics teaching for reading.

We aim to develop the children's spoken language and love of reading and writing using a wide range of quality texts including fiction, non-fiction, plays and poetry. Speaking and listening skills are developed through drama, role-play, individual and group discussion. Literacy activities focus on the development of reading and writing skills, including the teaching of spelling, grammar and comprehension. Letter formation and handwriting is taught alongside the phonics program and also practiced separately as necessary.

## **Key Stage 2 Writing**

As children progress throughout the school the teaching of writing follows a more structured, three-stage approach. Firstly, children analyse a text to explore different styles of writing. This allows them to develop the necessary language features which they will then use in their own writing. Children are encouraged to write in a variety of styles, adapting their writing for audience and purpose. Shared writing and writing modelled by the class teacher follows. Writing skills are then practised and consolidated through independent writing activities where the teacher supports small groups or individual children.

Spelling and grammar are taught both discretely and, where it is appropriate, throughout the curriculum. All children are taught spelling from the National Curriculum word lists, and Year 6 extend their spelling skills through the study of more advanced and irregular words as part of their writing lessons. Years 3 and 4, as well as selected children in Year 5 and 6 also follow the *Read Write Inc.* spelling programme.

Children have the opportunity to practice their writing skills independently and at greater length and to receive feedback on how they are progressing in “Big Writing” lessons. These take place either weekly or fortnightly at the direction of the class teacher.

## **Key Stage 2 Reading**

If children are not reading fluently by the time they reach Key Stage 2 they will be given additional support to enable them to catch up. Once children can read fluently the emphasis moves from teaching decoding skills to developing comprehension skills. We do this through group guided reading lessons, discussions relating to class stories and through our daily literacy lessons. We want our children to become enthusiastic and life-long readers and so each class uses the library weekly, and children bring home a library book of their choosing. We encourage children to read at home either on their own or with their parents depending on their level of independence.