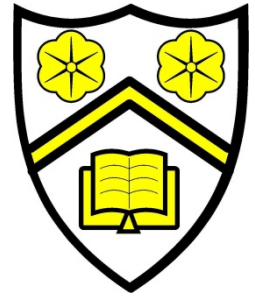


WHITEHILL COMMUNITY ACADEMY (3-11).

A rationale for the Teaching of English.



Purpose.

A good command of the English language is the single most important factor that determines an individual's future success. Children should be able to speak, read and write fluently allowing them to communicate with the world around them.

Children at Whitehill should be immersed in a literature rich teaching environment which inspires. A love of reading allows children to acquire new knowledge and build upon what they already know.

English unit aims

Aims include:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should

develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Spelling, vocabulary, grammar, punctuation and glossary

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

Phonics overview

	Autumn		Spring		Summer	
Nursery	Phase 1 Phonics		Phase 1 Phonics Phase 2 sounds 2 per week		Phase 1 Phonics Phase 2 sounds 2 per week	
Reception	Phase 1 ongoing Phase 2 – 6 weeks 4 sounds per week plus tricky words Two focused writing sessions Consolidate sounds and words, captions and simple sentences linked with phase 2		Phase 1 ongoing Consolidate phase 1 and 2 Phase 3 - 12 weeks BA consolidate phase 2 A / AA, phase 2 and 3 . More independent writing. Continue introducing tricky words Two focused writing lessons		Phase 1 ongoing Phase 3 to completion. Consolidate phases 2 and 3 Three + focused writing sessions	
Y1	Phase 1 ongoing Quick review of phase 3 Phase 4 – 4 weeks All to be completed before Oct half-term	Phase 1 ongoing Phase 5 – 30 weeks total	Phase 1 ongoing Phase 5 – 30 weeks total continues	Phase 1 ongoing Phase 5 – 30 weeks total continues	Phase 1 ongoing Phase 5 – 30 weeks total continues	Phase 1 ongoing Phase 5 – to completion before Year 2
Y2	Phase 6 Phonics, 'support for spelling' (Review Phase 3/4/5 with LA children)		Phase 6 Phonics, 'support for spelling' (review phase 4/5 with LA Children)		Phase 6 Phonics, 'support for spelling' (review phase 4/5 with LA Children)	

English writing overview for KS1 and KS2.

Non-Fiction

Suggested coverage for non-fiction work in each year group. This gives children the chance to develop their writing across the curriculum. Try to use the skills taught to create non-fiction pieces with links to history, geography, RE, art etc

	Recount	Reports	Instruction	Explanation	Persuasion	Discussion	Other
Y1	3 weeks	4 weeks	2 weeks	2 weeks			1 week Labels & captions
Y2	2 weeks	4 weeks	2 weeks	4 weeks			
Y3	2 weeks	3 weeks	2 weeks	2 weeks	3 weeks		
Y4		4 weeks		2 weeks	3 weeks	2 weeks	
Y5	2 weeks	2 weeks	1 weeks	2 weeks	3 weeks	2 weeks	
Y6	2 weeks	2 weeks		2 weeks	3 weeks	4 weeks	2 weeks conveying formality

Fiction

Teachers can make links with other curriculum areas where appropriate. Teach children the skills required and give them the time to draft, edit and refine their work to a high standard. Using whole texts to inspire children is to be encouraged, children should be able to confidently write longer stories by the end of Key Stage 2, so will need termly practice in this area. Focus on developing plot in years 1 and 2, characters and setting in 3 and 4, then add characterisation and embedded speech and, atmosphere and drama in years 5 & 6. Blocks of 4 and 6 weeks can be split 2+2, 3+3 etc to suit.

Poetry should analyse structure, develop language and give opportunities for children to recite and perform poems from a particular poet from memory.

Y1 Narrative	Stories with predictable phrasing 6 weeks	Contemporary fiction Reflections on own exp'. 4 weeks		Traditional / Fairy Tales 6 weeks
Whole text	Whole Book Study Various writing outcomes 2 weeks	Whole Book Study Various writing outcomes 2 weeks		Whole Book Study Various writing outcomes 2 weeks
Poetry	Rhyming couplets 1 week	Rhyming couplets 1 week		Poet study 1-2 weeks
Y2 Narrative	Traditional tales – Fairy Tales 4 weeks	Stories with recurring language 4 weeks		Traditional Tales / Myths (creation stories) 4 weeks
Whole text	Whole Book Study Various writing outcomes 2 weeks	Whole Book Study Various writing outcomes 2 weeks		Whole Book Study Various writing outcomes 2 weeks
Poetry	Calligrams 1 week	Calligrams 1 week		Poet study 1-2 weeks
Y3 Narrative	Trad'l tales Fables 2 weeks	Write + perform Play 2w	Trad'l Tales With alternative endings 3 weeks	Adventure stories focus on plots 4 weeks
Whole text	Whole Book Study Various writing outcomes 2 weeks	Whole Book Study Various writing outcomes 2 weeks		Whole Book Study Various writing outcomes 2 weeks
Poetry	Limericks 1 week	Haiku – tanka - kenning 2 weeks		Poet study 1-2 weeks
Y4 Narrative	Trad'l tales – Myths + quests 4 weeks	Write perform play 2 w	Story settings 3 w	Story/ies on a theme Personal or autobiog 4 weeks
Whole text	Whole Book Study Various writing outcomes 2 weeks	Whole Book Study Various writing outcomes 2 weeks		Whole Book Study Various writing outcomes 2 weeks
Poetry	Riddles 1 week	Narrative Poetry 2 weeks		Poet study 1-2 weeks
Y5 Narrative	Traditional tales = legends 3 weeks	Suspense and Mystery 4 weeks		Fiction based on classic texts 4 weeks
Whole text	Whole Book Study Various writing outcomes 2 weeks	Whole Book Study Various writing outcomes 2 weeks		Whole Book Study Various writing outcomes 2 weeks
Poetry	Cinquain 1 week	Rap / Spoken word 2 weeks		Poet study 1-2 weeks
Y6 Narrative	Compare/Contrast 2 books form same author 3 + 3 weeks	Writing extended narratives. Charac, set, atmos, dialogue 4 weeks		SATs use of SPaG in writing
Whole text	Whole Book Study Various writing outcomes 2 weeks	Whole Book Study Various writing outcomes 2 weeks		Whole Book Study Various writing outcomes 2 weeks
Poetry	Classic poems in British culture 2 week	Monologues 1 week		Review poetry studied and write in own style 1 week

J Boyle September 2017