



ENGLISH SUBJECT STATEMENT

Aims

The overarching aim for English in the National Curriculum taught by the school 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.

Writing

- Each class has daily English lessons, weekly extended or Big Write lessons and at least one author visit per year. All children take part in an annual whole school Writing Week.
- There are regular opportunities for talk for writing and discussion, drama activities, handwriting practice, spelling investigations and writing across the curriculum.

Handwriting

- Handwriting is taught in whole class lessons; **Spectrum** continuous cursive handwriting resources are used. Handwriting swipe sheets are completed to track progress and identify pupils for handwriting interventions including **Handwriting Rescue**.
- **Year R:** all lower case letters with correct formation are taught; capital letters are taught towards end of YR. Handwriting is taught through the Jolly phonics phonic programme. Phrases are used to aid memory of letter formation alongside Read Write Inc. letter symbols and phrases.
- **Year 1:** focus is on correct formation of printed lower case and capital letters, letters are taught in families, some children may be taught joining.
- **Year 2:** all children are taught joining and by the end of the year all children should be able to use joined handwriting, letters are taught in families.
- **Key Stage 2:** all children generally use joined handwriting for all written tasks

Phonics and Spelling

- Systematic synthetic phonics is taught as the first and foremost strategy for teaching reading and writing. This phonics strategy is embedded within a language rich environment which gives pupils the best chance of becoming confident readers and writers. From Year 2, children follow the National Curriculum (2014) Programme of Study for Spelling.
- **Year R and KS1**
 - daily phonics sessions (with further support for children who are not on track for ARE) are based on Letters and Sounds, supported primarily by resources from Jolly Phonics, with additional resources such as Read Write Inc, and Phonics Play.
 - The teaching format of revisit, teach, practise, apply is used to plan lessons which are fun and fast paced.
 - Lessons are enhanced by a multi-sensory teaching approach.
 - Pupils follow the Letters and Sounds progression of word lists and high frequency words. These may be sent home on word bears and tricky hats in the reception class and as word lists and tricky hats in KS1.
 - Early readers follow a phonics based reading scheme which includes books from Songbirds Phonics, Comics for Phonics and Read Write Inc.
 - Pupils' progression in phonics is tracked until the end of phase 5.
 - Targets: YR secure in phase 4 of Letters and Sounds, Y1 secure in phase 5 of Letters and Sounds, Y2 meet age related expectations in spelling from national curriculum.

- **KS2** daily spelling lessons with interventions in addition for children not yet secure in KS1 phonics (pupils who have not completed phase 5 need to attain this in KS2).
 - Children who have not yet been taught phase 5 will be taught using Letters and Sounds. Pupils not secure in all phases of Letters and Sounds by KS2 will continue to learn phonics alongside spelling.
 - Phonics continues to be assessed and tracked until the whole cohort is secure at phase 5 Letters and Sounds.
- **Assessment:** In Year R pupils are assessed termly using Letters and Sounds phase assessment grids. From Year 1 pupils are tracked in phonics until they are secure at phase 5. Pupil's progress will be entered onto Checkendon school phonics tracking grids which form discussion at pupil progress meetings termly. The phonics phase 5c check information for pupils is entered on a grid on the class spelling tracking and shows pupils who are not secure in this phase and will need phonics spelling intervention alongside spelling lessons. The year 1 phonics screen information is entered on a grid under the reading tracking, this, as well as the phonics tracking, will identify pupils who need to continue phonics for reading. This ensures differentiation in teaching and intervention where necessary for each child.

Reading

Reading is taught in guided reading lessons (small groups and whole class), as part of whole class English lessons, in Learning Projects and across the curriculum. Key texts are chosen to appeal to a wide range of children and from different cultures. Children progress through book bands to support their developing skills. Resources include texts from Big Cat, Songbirds and White Wolves. Each class has a reading corner providing a range of fiction and non-fiction books selected for suitability of their reading ability and age group. Reading corners are designed to encourage children to read. Each pupil has a reading record in which to maintain a record of all books read with comments. For pupils in KS2 reading records may include follow up tasks from guided reading lessons and independent reading. Older children are expected to write reflectively about their reading on a regular basis. We believe reading to children on a regular basis sets the children a good example, models good reading skills and introduces high quality writing to them. Teaching assistants, teachers, parent volunteers and paired reading provide opportunities for children to read one to one. We expect parents/carers to support their children's developing reading skills by reading with them regularly.

Display

Each class should have a display to celebrate writing; give guidance on how to write; set a challenge; or provide resources.

Resources

All classes have high frequency word lists, grapheme/phoneme correspondence mats and best bet charts for pupils to access. Resources to support punctuation are also available for children to access independently to support writing.

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