



ENGLISH SUBJECT RATIONALE (Jan'21)

		
<p>CONTENT & SEQUENCING</p> <p>In Early Years, children are taught their Phonics via Letters and Sounds, beginning at Phase 1 from the start of their time in Reception. A love of reading is fostered in class with access to many high-quality texts. Children are taught the correct letter formation when they first learn their initial sounds. They are supported to write words, labels and then move onto writing a sentence.</p> <p>In both Key Stage 1 and Key Stage 2 we use a blocked curriculum, but with revisiting of skills throughout each year. Teachers plan content with careful consideration to the cohort in order to engage and enthuse the children. High-quality texts provide excellent examples for grammatical structures studied as well as instilling a love of reading further. Content is taught sequentially and skills are regularly revised. Across Key Stage 1 and 2 there is a broad spectrum of fiction, non-fiction and poetry studied as well as consideration to text type and age-appropriate level books. There is full coverage of the National Curriculum. Spellings are taught by year group and ability. Joins in handwriting are introduced in Year 2 or 3 depending on a child's readiness to join, with a Pen License to motivate children to aim for excellence when writing neatly.</p>	<p>LINKS WITH OTHER SUBJECTS</p> <p>We strive to make many links between English and other subjects. Each topic plan starts with a number of identified opportunities for extended writing. Teachers embed skills taught in English lessons across the curriculum, for example recording a set of instructions for making a smoothie in Cookery or writing a scientific report about the human body. Teachers focus on selecting high-quality texts to support their teaching across other foundation subjects. Children are expected to apply their reading skills across a day in school and skills such as note-taking are used widely during History lessons for example. Computing lessons can focus on producing work online using Google Drive and other platforms which require a confident use of English skills.</p>	<p>RETRIEVAL PRACTICE</p> <p>We adopt a range of different strategies to promote knowledge retention. Working walls, including key vocabulary, are a feature in each classroom, making use of work recently completed in class. Starters to lessons routinely feature recapping of prior learning; for example flashing phoneme cards in Phonics to check sound recall. We make use of Plenary sessions in lessons to consolidate knowledge from the lesson. Accelerated Reader quizzes provide children with an excellent opportunity to recall information about their reading book they have completed.</p>
		
<p>PROGRESS</p> <p>Progress is assessed through classwork, and also termly summative tests. In EYFS we track children against age expectations in each of the elements of 'Development Matters'. In Key Stage 1 and 2 we track the % of children making expected or above expected progress using the progression matrices. We use the Big Write criterion to support assessment in writing, with children recording their writing every half term in their Gold Write book which follows them through school. Children are assessed half-termly for their Phonics knowledge and support is put into place for those children who require additional help. We use Accelerated Reader tests to closely monitor children's reading abilities every term and move up their ZPD score accordingly to provide further challenge.</p>	<p>ENRICHMENT</p> <p>We run a number of enrichment events to develop positive attitudes towards English. These include reading challenges, the Summer Reading Challenge (run by the Norfolk Library Service), World Book Day, opportunities throughout the year to enter writing competitions and opportunities for children to write for an external audience, for example the School Newsletter. We always look to invite visiting authors or poets into school to provide enrichment tasks and we also make links with other schools in the Cluster to complete activities in partnership.</p>	<p>VISION FOR CHILDREN</p> <p>Our vision for children is driven by developing 'skills for life'. This is the key thread that runs through all the skills we teach in the curriculum.</p> <p>In English, we want all children to be able to verbalise and communicate their ideas, showing careful listening to others too. We want them to be fluent readers with good story knowledge and recall, able to apply taught skills to unfamiliar texts and have a love of reading. We want them to become adept writers so they can communicate their ideas with a strong awareness and application of skills to adjust purpose and effect. We want them to be confident spellers with a wide, adventurous vocabulary. We want them to be able to write legibly and neatly. We want to foster a vivid imagination and show children how books can provide a sense of escapism. We also want them to be able to recognise the value of English in their everyday lives, both now and in the future.</p>