English at Windmill Hill Academy 2017/18

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations. In addition, the skills of English are a key part of participating fully in society.

The aims of teaching English, as outlined in the National Curriculum 14 are 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.

Teaching of English follows the National Curriculum and reflects changes introduced in 2014.

Spoken Language

Children will be provided with opportunities to:

- Talk for a range of purposes
- Communicate to different audiences
- Listen and respond to different people
- Observe and participate in dramatic activities

Opportunities to develop spoken language and listening skills will be developed through activities in English lessons such as book talk, story maps and 'Boxing up the Text'. It will also be developed across the full curriculum e.g. through class discussions in SMSC (including daily reflection time).

Drama will be used to provide Spoken Language and listening skills, including opportunities for:

- Structured, imaginative play – within role play areas and elsewhere
- Responding to familiar rhymes and games

- Storytelling
- Inventing characters and exploring dialogue- with or without materials and props
- Developing and sustaining a role
- Devising short scenes from a variety of stimuli
- Interpreting poems, scripts etc. in a dramatic presentation
- Exploring issues and dilemmas
- Participation in class and school productions
- Improvisation
- Debate

Reading

At Windmill Hill Academy, children will be taught to read widely, fluently and confidently.

Children will be taught two key reading skills:

- word reading
- comprehension

Word reading – the ability to decode words - will be taught through the use of the synthetic phonics programme Letters and Sounds. Children will be assessed as to which level of books they should be reading and to ensure that they progress appropriately. At Windmill Hill Academy, children read the Bug Club reading scheme by Pearson, where children have access to hard copy books as well as their own personal eBook account in KS1 (www.bugclub.co.uk).

If any child is finding it difficult to learn to read, they will be given additional interventions such as ELS or, where relevant, Project X Code. The school SENDICO will provide and access additional support for children with special educational needs or if they are gifted and talented.

Children in our school with EAL have access to books in their own language and will be given interventions and visual support strategies.

Alongside this, children's comprehension skills will be taught through high quality discussions with Teachers, Higher Level Teaching Assistants and Learning Support Assistants through individual and group reading times and whole class reading activities.

It is our aim to encourage children to learn to love reading and to read regularly outside of school. Schemes such as Bug Club and Project X are used to encourage reading for pleasure. Celebrations such as World Book Day are used to promote the pleasure and knowledge that can be gained from books.

Windmill Hill Academy has its own library which Year 6 librarians run at lunchtimes and all classes have a regular slot for children to exchange their book. Launceston

town has a library which is used to exchanged books and children are encouraged to join in with competitions that are ran by the Library.

Each week, the children will take part in a 'book swap' where the children will read to a child in a different class. This is used to develop pleasure for reading and confidence. Parents are also invited in at least once a term to read with their child in KS1 classes.

Writing

At Windmill Hill Academy, children will be taught to produce, organise and present texts appropriate to a variety of tasks, readers and purposes.

Children will be taught two key writing skills:

- Transcription – the use of correct spelling and grammar
- Composition – articulating ideas and structuring them in speech and writing

Letters and Sounds Phonic Programme, in addition to teaching reading, supports the children to write words correctly and learn to spell. From Year 2 to Year 6, the use of Babcock 'No Nonsense Spelling' is used to structure and support the progression in spelling thorough the school. Children in KS1 take part in a 10-15 minute handwriting activity on 4-5 days each week, in Year 3 and 4 it is 2-3 days each week and in Years 5 and 6 is when appropriate. Handwriting and Spelling continues to be taught throughout the school and forms part of homework activities. Windmill Hill Academy has a subscription to phonics play which children can access at school and home to practice their phonics (www.phonicsplay.co.uk).

Alongside this, children will be taught to write imaginative and articulate texts using a 'Talk for Writing' approach. This involves immersing children in powerful writing which they learn and can perform using talk the text actions. They explore and rehearse word and sentence structures that they can use in their own writing. In Week Two, Innovation week, they will adapt the texts they are learning with a particular focus such as Addition or Substitution. In Week three (at a distance), Invention week, children will then write their own pieces, applying the skills learnt. These writing activities will be stimulating, relate to the children's experiences and interests and be prepared for real audiences and purposes. Child voice will be an important part of the process and at times learning experiences will be drawn from outdoor learning experiences to enhance the writing stimulus.

Pupils will have opportunities to apply writing skills learned in distance and cold writing tasks set. One of which, is a whole school writing focus where a stimuli is given and all pupils have the opportunity for an extended write related to it. A selection of work will then be displayed to show the progression from Year F to Year 6.

The spelling and grammar appendices of the new curriculum will be followed in each year group. The use of Babcock 'Non Nonsense Grammar'
will structure teaching and progression throughout the school.

Assessment

- In the EYFS, children's achievements are ongoing and are assessed against the Early Learning Goals.
- KS1 and KS2 Teachers will make judgements about the children's reading and writing in relation to age related expectations as set out in the new curriculum.
- Distance and Cold writing tasks are set each half term to assess pupils' abilities to apply writing skills learned.
- Assessment for learning is well established throughout the school and the use of questioning, observation and marking will continue to be key parts of formative assessment.
- Statutory assessments take place at the end of Year 1, Year 2 and Year 6.
- Assessments are recorded six times a year and carefully analysed to make sure that all children and groups are progressing well and achieving their potential.

Monitoring

English is led by Mrs Bassett (English Subject Leader). Mrs Bassett will update the curriculum governors on priorities and progress in English.

