



The teaching of English in Thorp follows the National Curriculum and reflects changes introduced in 2014.

The National Curriculum of England for Key Stage 1 and 2 states that the overarching aims of the teaching of English are: 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 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.

Within the Early Years Foundation Stage children are working towards the Early Learning Goals as set out by the government in the **Statutory framework for the early years foundation stage**.

This document states there are 7 areas of learning. There are 3 Prime areas – Communication and Language, Physical Development and Personal, Social and Emotional Development. Alongside the Prime areas providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: Literacy; Mathematics; Understanding the World and Expressive Art and Design.

The Teaching of English in the EYFS broadly falls into 2 areas, although there are elements in all areas.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

At Thorp Primary school our English curriculum for years 1-6 consists of Speaking and Listening, Reading, Phonics, Writing, Spelling, Grammar and Handwriting. These areas are taught daily in specific English lessons as well as through other curriculum areas. Our aim is for the children to become: enthusiastic and fluent readers, to be able to express themselves in a number of different writing styles for different purposes, to be able to speak confidently to a range of audiences and to listen with concentration.

### **Phonics Teaching at Thorp Primary School**

At Thorp Primary School, early reading is taught using synthetic phonics as the main approach to reading. Pupils are systematically taught the phonemes (sounds), how to blend the sounds all through the word for reading, and how to segment the sounds in order to write words. They are taught to use their phonic skills and knowledge as their first approach to reading, but are also taught high frequency words which do not completely follow the phonic rules. Phonics lessons are undertaken daily and children are situated within 'Phase' appropriate groups. The school follows the government published programme "Letters and Sounds". For a detailed explanation of the various phonics phases please visit: <http://www.letters-and-sounds.com/what-is-letters-and-sounds.html>



We also use interactive resources from Bug Club Phonics, which supports us in providing a multi-sensory approach to learning phonics and enhances the children's learning. For more information about how to say letters using the synthetic model visit: <http://www.bbc.co.uk/skillswise/game/game-phonics-tool>. Here you will find a video of how to pronounce the phonemes (sounds).

### **Reading at Thorp Primary School**

We use a various number of reading schemes throughout the school and all books are book banded into levels. Children use these schemes of work to read both at school and home. This is then supplemented by a range of reading materials including novels and articles throughout KS2. The following schemes are used within school:

Bug Club/Foundation Sails/PM Gems/Fireflies/Collins Big Cat/Rigby star/Project X

Guided reading sessions take place daily in every year group with extra intervention groups taking place for those who need a little extra help, and from year two onwards this is using '*Rapid Reading*'.

All children from Year one to year six also have their own Bug Club accounts (via the *ActiveLearn* online platform) that they can access in school and at home. Bug Club encourages primary school readers to develop their reading skills with beautiful artwork, humour, lovable characters, and books and topics they really want to read.

### **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. At Thorp Primary School we ensure we provide opportunities for children to talk, discuss, explain, debate and perform to a variety of audiences.

### **Writing**

At Thorp Primary School we show the children there is a real purpose for their writing. Teachers ensure there is a 'hook' for the children's writing to fully engage them in their learning. We follow a reading into writing process so the children have opportunities to share high quality texts to gather ideas for their writing. We call these WAGOLLS - what a great one looks like. Following this the children will unpick the WAGOLL so they understand the genre they are going to focus upon. In the mix we have lots of grammar games to help meet our grammar objectives. Through modelled writes (where the teacher will model the writing to the children) then shared writes (where the children may complete some writing in pairs of small groups) the children build up their confidence to draft their piece of writing. We then have to edit and improve our work before completing a published version.

### **Grammar, Punctuation and Spelling (GPS)**

We cover the expectations for GPS alongside the genres of writing. Each year group has mapped out their GPS curriculum and match this to interesting and engaging genres of writing. We ensure we teach GPS in the context of the children's writing. Teachers plan a range of activities and games to make sure the children remain interested. For our spelling curriculum we follow the '*Spelling Shed*' Spelling programme to ensure we cover all spelling patterns for each year group. Children also have their own Spelling Shed accounts to enable them to access their learning at home. Spelling assessment takes place as tests or as dictations regularly in each year group, and teachers also use diagnostic assessments at least 3 times a year to inform whole class or small group focus sessions.