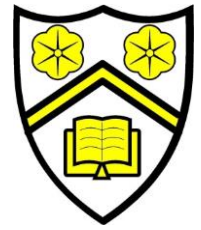


WHITEHILL COMMUNITY ACADEMY (3-11)

A rationale for the Teaching of English



Our INTENT in English:

At Whitehill Community Academy, we aim to ensure that we deliver a high-quality English curriculum which gives our pupils 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.

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

IMPLEMENTATION of English:

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	Quick Phase 5 Recap to be completed by Oct half-term.	Phase 6 Phonics- RWI Spelling Programme (Review Phase 3/4/5 with LA children)	Phase 6 Phonics- RWI Spelling Programme (review phase 4/5 with LA Children)	Phase 6 Phonics- RWI Spelling Programme (review phase 4/5 with LA Children)
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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							Labels and Captions
Y2							
Y3							
Y4							
Y5							
Y6							

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 rich 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 key plot points and use this to develop characters and setting including adding characterisation, embedded speech, atmosphere and drama.

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

Rich texts will be explored through the thematic approach to the curriculum and complimented by the writing approach 'The Write Stuff'.

Autumn Term Suggested Texts

Year Group	Fiction	Non Fiction	Poetry	Media
<u>Reception</u> Ourselves				
Year 1 Heroes and Villains	Supertato- Sue Hendra Traction Man- Mini Grey Aisha, the superhero princess- Jwinkl EBook Super Daisy and the Peril of Planet Pea Kes Gray & Nick Sharratt	DC Comics Super Heroes Batman's Friends- DK 10 Rules of being a Superhero – Deb Pilutti	10 Little Superheroes- Mike Brownlow	Superhero Lego Movie Marvel/DC Superhero Film Clips
Year 2 Land Before Time	Dear Dinosaur- Chay Strathjile Harry and the Dinosaurs go to School- Ian Whybrow	First Fabulous Facts: Dinosaurs First Facts Dinosaurs- DK	Stomp, Dinosaur, Stomp! Margaret Mayo Mad About Dinosaurs! Giles Andrae	The Good Dinosaur Walking with Dinosaurs
Year 3 Captain Caveman	Stone Age Boy Ug: Boy Genius of the Stoneage Stig of the Dump	How to wash a Woolly Mammoth , The Secret of Stonehenge Iron Age- Jwinkl EBook	I was born in the Stone Age Michael Rosen	Early Man The Croods
Year 4 Mayans	The Great Kapok Tree Lynne Cherry The Chocolate Tree: A Mayan Folktale Linda Lowery Rain Player David Wisniewski	Avoid being a Mayan Soothsayer (Danger Zone) Rupert Matthews The History Detective Investigates: Mayan Civilization Clare Hibbert	Flower, Song, Dance: Aztec and Mayan Poetry	Moana- links to tribes
Year 5 A Great Exhibition	Oliver Twist Jekyll and Hyde Christmas Carol The Street Child	100 Facts Victorian Britain Jeremy Smith Charles Dickens: England's Most Captivating Storyteller (Biography) Catherine Wells-Cole	The Highway Man V The Highway Rat (comparisons) Julia Donaldson	Hetty Feather Jacqueline Wilson (CBBC) North and South- BBC Drama Young Victoria- Film
Year 6 Your Country Needs You!	Private Peaceful- Michael Morpurgo Billy the Kid- Michael Morpurgo	You Wouldn't Want to Be In the Trenches in World War One!	WW1 Poetry	Goodnight Mr Tom

Spring Term Suggested Texts

Year Group	Fiction	Non Fiction	Poetry	Media
<u>Reception</u> Fantasy				
Year 1 Passport to the World (Journeys and Travel)	Meerkat Mail Last Stop on Market Street Matt De La Pena Journey (Picture Book) Arron Becker Whatever Next?	When We Walked on the Moon David Long	The Flying Bath Julia Donaldson	Cars/Planes Pixar Moana
Year 2 London's Burning All at Sea	Vlad and the Great Fire of London Kate and Sam Cunningham http://readingriddle.co.uk/vlad-and-the-great-fire-of-london/ (To get resources and Authors details about coming into school). Toby and the Great Fire of London Margret Nash and Jane Cope Captain Fiona and the Pirate Dinosaurs The Night Pirates Peter Harris	You Wouldn't Want to be in the Great Fire of London! Jim Pipe	London's Burning Pirate Pete and His Smelly Feet	Youtube clips Samuel Pepys videos Peter Pan
Year 3 Amazon Adventure	The Explorer Katherine Rundell The Great Kapok Tree Lynne Cherry	Lifesize: Rainforest Anita Ganeri & Stuart Jackson-Carter Rainforests in 30 Seconds Jen Green & Stephanie Murphy	Chatter, Sing, Roar, Buzz: Poems about the Rainforest. Laura Purdie Salas	Rio 1 & 2

Spring Term Suggested Texts

	Running Wild Michael Morpurgo Pongo , Jesse Hodgson			
Year 4 We came, we saw, we conquered! (Adventurers and Explorers)	Beowulf Michael Morpurgo Anglo-Saxon Boy Tony Bradman Viking Boy Tony Bradman There's a Viking in My Bed and Other Stories Jeremy Strong	How To Be an Anglo-Saxon in 13 Easy Steps Scoular Anderson King Arthur and the Knights of the Round Table Marcia Williams 100 Facts: Vikings Fiona MacDonald & Rupert Matthews	Friendly Matches (Viking children's poetry) Alan Ahlberg Dragon Stew (narrative poetry) Steve Smallman and Lee Wildish	How to Train Your Dragon
Year 5 Space Race! (Alien Invasion)	George's Secret Key to the Universe Stephen and Lucy Hawking Iron Man	Beyond the Sky: You and the Universe Dara O'Briain Wonders of the Solar System Professor Brian Cox and Andrew Cohen	Space Poems Gaby Morgan	Dr Who Brian Cox- Wonders of the Universe Iron Man
Year 6 War of the Worlds (WW2)	Rose Blanche	Diary of Anne Frank Biographies- Hitler/Anne Frank	Poems from the Second World War Gaby Morgan	Boy in the Striped Pyjamas Goodnight Mr Tom

Summer Term Suggested Texts

Year Group	Fiction	Non Fiction	Poetry	Media
Reception OUR WORLD				
Year 1 FIVE A DAY! (Healthy Eating / Living)	<p>The Hungry Caterpillar. Eric Carle</p> <p>The Tiny Seed Eric Carle <i>(Compare books by the same author)</i></p> <p>Oliver's Vegetables Vivian French and Alison Bartlett</p> <p>The Growing Story Ruth Krauss & Helen Oxenbury</p> <p>The Enormous Potato Aubrey Davis</p>	<p>Look Inside: Your Body See Inside Your Body All About Teeth</p> <p>From Seed to Plant Gail Gibbons</p>	The Puffin Book of Fantastic First Poems	Literacy Shed Clips
Year 2 DISNEY- OUT OF THIS WORLD! (Toys and Environmental Sustainability)	<p>One Plastic Bag - Isatou Ceesay and the Recycling Women of Gambia</p>	<p>Blue Planet David Attenborough biography.</p> <p>The Adventures of a Plastic Bottle: A Story about Recycling (Little Green Books)</p>	Recycling acrostic poems.	<p>Toy Story</p> <p>Moana</p> <p>Finding Nemo/Finding Dory</p>
Year 3 SHAPING BRITAIN! (Farming / Growing & Roman Britain)	<p>The Orchard Book of Roman Myths Geraldine McCaughrean & Emma Chichester Clark</p> <p>Romans on the Rampage Jeremy Strong</p>	<p>Roman Things to Make and Do (Usborne Activities) Leonie Pratt</p> <p>Right This Very Minute: A table-to-farm book about food and farming</p>	What the ladybird heard- Julia Donaldson. (Rhyming book)	<p>Charlotte's Web</p> <p>Babe the Sheep Pig</p> <p>Chicken Run!</p>

Summer Term Suggested Texts

	<p>Mudnuddle Farm: Six Animal Adventures (Mudnuddle Farm)- Michael Morpurgo</p> <p>Who's on the Farm? A What the Ladybird Heard Book (Lift the Flap Book)- Julia Donaldson <i>(Could create their own lift the flap farm book for KS1 children)</i></p> <p>The Little Red Hen</p>	On the Farm, At the Market		
Year 4 TERRIBLE TUDORS I'VE GOT A GOLDEN TICKET! (Roald Dahl)	<p>A Midsummer Night's Dream</p> <p>The Secret Diary of Thomas Snoop, Tudor Boy Spy</p> <p>Charlie and the Chocolate Factory (Any Roald Dahl books that link to the theme!)</p>	<p>Tudor fact books- Check KS2 Library</p> <p>Roald Dahl Biographies</p>	<p>Revolting Rhymes</p> <p>Giraffe the pale and me</p>	<p>Horrible Histories- Terrible Tudors clips.</p> <p>Charlie and the Chocolate Factory- Old and new film comparisons.</p>
Year 5 IT'S A DISASTER! (Natural Disasters / Extreme Geography)	<p>Pompeii My Story- Sue Reid</p> <p>Escape from Pompeii- Christina Balit</p>	<p>Cause, Effect and Chaos: On Planet Earth- Mark Ruffle</p> <p>Horrible Geography Series</p>	Weather: Poems for All Seasons	Newsround clips
Year 6 OUR PAST - YOUR FUTURE!	<p>The giant's necklace- Michael Morpurgo</p> <p>Kensuke's Kingdom- Michael Morpurgo</p>	<p>Independent history/geography projects. Speak to Jonathan.</p> <p>Non-fiction writing to plug gaps.</p>		

IMPACT in English:

Assessment, Recording and Monitoring:

- Teaching assessment is ongoing and will include the assessment of practical, oral or mental work by observation, alongside listening and talking with pupils during usual daily contact.
- Written work will be marked as directed in the school marking policy.
- Children will be set targets for writing each term. These targets will be displayed within the child's English books.
- Children will be expected to read at least 3 times a week which is set out in the homework policy.
- Pupils should be involved in the marking of their work and self-assessment of their progress.
- Writing assessments are currently made against the levelled writing document. Guidance is to be provided on how to align current levels to the standards set out in the 2014 National Curriculum.
- All year groups to assess children's levels in Reading and writing each term. Formal testing/assessment will be carried out in Reception (baseline), Year 1 Phonics screening check, Year 2 (SATs) and Year 6 (SATs). All year groups to undertake termly reading assessment using Rising Stars (or similar).
- Written reports, non-statutory and formal SAT results and baseline assessments will be kept and passed on to the next teacher or school.
- The assessment co-ordinator will monitor baseline, non-statutory and formal SAT results in reading, writing and SPaG. Analysis of these will be used as a basis for target setting, aiming towards the improvement of standards throughout the school.
- English Subject Leads and Phase Leaders will be responsible for monitoring the planning and delivery of their subjects throughout the school.
- Children's writing will be levelled over a series of pieces throughout a term using the marking assessment grid which can be found in the school's marking policy. Classes will take it in turns to bring examples to staff meetings where it will be moderated. Cross moderation will be conducted in the North Halifax Cluster.
- Statutory spellings are provided for Years 2 to 6. These should be taught and tested every half term in addition to the regular spelling patterns assigned to each year group.
- Punctuation, grammar and its use should be taught from year 1 through to year 6. Children should be familiar with the correct terms, and experience using a range of grammar and punctuation in a range of sentences and texts, building on skills taught and practised in previous years.

Subject Leaders: Ruth Ackroyd, Charlene Farrar, Roberta Hitchen, Melissa Bell – January 2020