

Hatch Warren Junior School – English Curriculum

Our vision for English

At Hatch Warren Junior School, we value English as a main subject as well as the key medium through which the entire curriculum is taught.

We aim to develop a whole school approach to English, which values our rich and varied literary heritage and ensures continuity and progression so that all children:

- Develop a love of reading enabling them to read fluently and with good understanding for pleasure and information.
- Develop a love of listening to and responding to stories.
- Can explain their ideas and beliefs articulately.
- Are able to participate in discussions and debates, demonstrating good speaking and listening skills.
- Write clearly accurately and coherently for a variety of purposes and audiences.
- Spell accurately by applying spelling conventions and experimenting with new vocabulary.
- Understand and apply grammatical conventions in their work.

Intent:

Develop a mastery of the following **skills**;

Speaking and listening

- Listening carefully and responding appropriately
- Discussing their ideas in pairs and small groups
- Rehearsing their ideas orally before writing
- Speaking out in class discussions
- Asking questions to clarify their understanding
- Participating in drama by adopting, creating and sustaining a range of roles and responding appropriately
- Retrieving and recording information, presenting and discuss through individual presentations and formal debates

Writing

- Spelling with accuracy including phonics
- Using a dictionary and thesaurus effectively
- Developing a fluent and legible, joined handwriting style
- Planning, drafting, editing and performing writing across a range of contexts
- Consistent use of tense and subject-verb agreement
- Understanding and applying age-appropriate punctuation, grammar rules and terminology
- Using a range of devices to build cohesion within and across paragraphs
- Controlling and manipulating sentence structure and word choices to write cohesively
- Developing a rich vocabulary and applying it to their writing within concise and precise sentences
- Manipulating their skills and taking control over their writing and ideas

Reading

- Decoding the words on the page
- Understanding the words used, being able to work out unknown words and explain their meaning in context
- Reading for a range of purposes
- Developing reading stamina
- Becoming familiar with a broad and varied range of texts and genres, including poetry, play scripts, narrative and non-fiction
- Identifying themes and conventions across and within genres

- Predicting based on experience and knowledge of text structures
- Inferring based on evidence in the text
- Retrieving and recording information from non-fiction texts
- Analysing authorial intent and its impact on the reader
- Discussing reading and offering personal responses supported with evidence
- Reading their own work or that of others aloud with fluency, expression, volume, pace and tone
- Summarising key points

Develop **knowledge** of

- The value and enjoyment of reading
- Phonics and other decoding strategies
- Investigating word meanings
- Developing their range of vocabulary
- Understanding and applying grammar, grammatical terminology and punctuation rules
- Manipulating and controlling their writing showing an awareness of audience and purpose
- Experiencing a broad range of texts, genres and authors as well as writing style

Develop an **understanding** of...

- Link to:
 - HAM documents for reading and writing
 - HWJS reading and writing progression charts
 - HWJS spelling overviews
 - HWJS grammar overviews
 - N.C. Y3/4 and Y5/6 spelling lists
 - N.C. Grammar appendices
 - HWJS Literacy overviews
 - HWJS guided reading overviews
 - 5 challenges of reading overviews
 - Progression of class readers across the school overview

Implementation:

How do we help children commit this knowledge and these skills into their long term memory? What is our approach to the delivery of English?

English is taught following the National Curriculum objectives for each year group. We have developed our reading and writing progression documents based on the Hampshire document and use the county HAM tracking document.

In reading our approach includes:

- Teaching the skills identified in the guided reading overviews and class reader overviews, which are based on the National Curriculum
- The National Curriculum is delivered through structured reading workshops, which promote and develop the use of fluency and stamina approach (reference to the EEF research that informs this approach). This often involves a week where the teacher models the skills and the children have a go, followed by a week where the children apply those skills independently. The number of independent weeks increases as the children progress through the school
- Identifying gaps in phonic knowledge and applying stage specific phonic teaching primarily in Year 3 but in other years when needed
- Encouraging children to borrow books from the school library – a graded reading book and a book of their choice to focus on developing progressive reading skills and a book to read for pleasure.
- Promoting reading for pleasure through the Hatch Warren 100 books and the SLS reading lists, alongside child, teacher and librarian recommendations
- Promoting reading through a regular reading time in the school library, where the librarian has chosen and displayed different books to encourage the children to read.

- Using the Bug Club graded reading scheme to help children progress at a steady rate through the reading skills. This is supplemented by Project X and Oxford Reading Tree as well as specifically focused texts for children with S.E.N.
- Encouraging children to read and hear read a broad range of fiction, poetry, poetry and non-fiction over time
- Administering NFER tests to help track pupils through their reading progression
- Identifying areas of need and developing implementation programmes to support specific children to catch-up
- Encouraging children to read by modelling reading to them and allowing them to see adults read.
- Developing reading skills by modelling in lessons and extending children's understanding of authorial intent using metacognition

In writing our approach includes:

- Teaching writing through short (1-3 week) units of work based upon a quality text/hook to spark imagination and/or interest (books, films, poetry, non-fiction, SLS book awards)
- Encouraging children to write for a purpose and a specific audience
- Modelling specific skills to the children and allowing them to apply them to their writing
- Allowing children to analyse and annotate WAGOLLS and up level poor quality texts
- Using the wave intervention process to develop focus groups, which are differentiated to suit the needs of specific children
- Planning each day based on the needs identified in the day before so skills develop progressively and are directly linked to the children's needs
- Using work and discussions to plan the next steps of learning
- Allowing the children time to write an apprentice piece early in the unit, from which focus groups can be planned and identified
- Providing opportunities for children create a master piece at the end of each unit, where they can demonstrate their progression during the unit. The masterpiece has a clear audience and purpose and will be assessed against success criteria
- Encouraging editing and refining work by using editing strips and proof-reading against the success criteria generated during the unit
- As children's writing skills progress, they are encouraged to choose their own form for their masterpiece
- Supporting specific groups/individuals to develop particular skills with the support of the class teacher or teaching assistant.
- Working walls are used to reinforce skills and ideas as the Literacy unit progresses and are built up during each unit as a learning support

Spelling:

- Spellings are assessed through a diagnostic tool at the start of the year, from which the year's spellings are developed. Spellings are formally assessed twice a year in July and January using the Vernon spelling test.
- The No Nonsense spelling programme is used to supplement the teaching of spelling and provide additional resources
- Spellings are taught through a weekly class lesson and then reinforced regularly throughout the week using spelling games.
- Spelling homework is also set to reinforce the spellings and children are tested weekly

Grammar:

- Each year group has a grammar overview of key areas that need to be covered during the year
- Grammar is taught within the Literacy units where possible, however, sometimes it is taught within in specific grammar lessons.