**How we teach English at Kirkbride Primary School**

**English**

The English Curriculum covers several aspects of teaching and learning- reading, writing, spelling, punctuation, grammar, speaking and listening. All of these elements are incorporated across daily and weekly sessions to ensure that children are being taught the skills that they need, suitable for their stage in education and personalised for their own ability. We use the EYFS Early Learning Goals and Framework guidance and the National Curriculum Year 1-6 to identify our learning objectives and aims, differentiating to meet the needs of all pupils.

**Spoken Language**

The teaching and learning of Spoken Language underpins the teaching of Reading and Writing. The use of Standard English, as well as new and key vocabulary, is modelled by staff, exposing children rich and varied language to help them use language as part of their understanding as well as to express their opinions and develop social interactions. ‘Talk’ opportunities are built in across the curriculum and all parts of the day to develop both spoken language and the ability to listen and comprehend what is being said. Conventions for speaking and listening in different settings and for differing intents are taught across the curriculum. This includes developing group interactions, the conventions of discussion, explanation and debate. Drama is used as part of literacy sessions as well as other parts of the curriculum. Pupils have the opportunity to respond to stimulus, improvise and script roles and scenes; which they can then share and perform. Performance aspects such as clear audible speech, tone, pace and timing are also included in the teaching and learning of this part of the subject. Support through intervention sessions and seeking the guidance of professionals (e.g. Speech and Language Therapists, Educational Psychologists) is used to support children who need additional support in this part of the curriculum.

**Reading**

Children are taught ‘word reading’ as well as how to understand or ‘comprehend’ how texts work and what they are telling them. Kirkbride Primary School also has a commitment to develop a love of ‘Reading for Pleasure’, supporting pupils to become lifelong readers through the use of quality, engaging texts in our literacy work, daily reading sessions and reading books that we have in our classrooms and library. Pupils are all given individual reading books and these are changed regularly. These are assigned based on reading ability, with a progressive-coloured book band system, moving on to short chapter books and then ‘free reading’.

Our text choices include those that promote our literary heritage, as outlined in the National Curriculum guidance. This includes nursery rhymes, traditional stories, myths and legends as well as the study of Wordsworth and Shakespeare in Key Stage 2. Pupils will also have the opportunity to engage in theatre visits and drama-based workshops across the time at the school.

Word Reading includes the teaching and learning of phonics, which focuses upon children recognising single and strings of letters and the sounds that they can make, so they can decipher new words when reading. It also includes teaching of words that have to be read on sight, as they are not phonetically viable. The phonic scheme that we use in school is the DfE ‘Letters and Sounds’ scheme and this is taught daily across EYFS and KS1 in age specific groups. Additional small group sessions are provided for pupils who need extra support to work towards the age-related expectations across all age ranges, including into KS2.

Daily reading in all classes by the class teacher models fluency and expression, skills that are modelled and promoted during individual reading with the staff and during weekly guided reading sessions. teaching and learning. Pupils work in small groups, once weekly with adult support to learn about different text types, how they work and how to read in a fluent and engaging way. Daily whole class reading and guided reading sessions also support pupils understanding of themes and events in texts as part of reading ‘Comprehension’. Skills are taught which help them to retrieve information, deduce (use clues) to work out what’s going on and infer (make sense of) character actions, events and plot lines. These are taught progressively and through the use of texts that increase in level of challenge as children move up the age ranges.

**Writing**

The teaching and learning of writing is closely linked to the teaching and learning of reading, as pupils needs to know what a ‘good’ text looks like and understand how it works, before creating their own.

The elements of writing are:

**Composition**- ‘Writer’s Voice’. This includes all the things that you would associate with your favoured author’s writing style- making choices about vocabulary, events and structure to make a text interesting and engaging. As well as being able to write for purpose- to entertain, inform, persuade, explain and adapt for differing audiences, and choosing/developing vocabulary to use in their own writing that matches the intent. Part of the teaching and learning of composition is to make changes to improve and ensure that transcription skills are correct.

As school we have adopted the practices promoted in Pie Corbett’s ‘Talk for Writing’, which promotes the link between quality teaching and learning of reading, writing and Speaking and Listening. It also advocates the use of excellent model or sample texts. Pupils use these models to learn about the key features, practice the skills that are needed before independently writing their own text types; applying their skills across the other curriculum subjects.

**Transcription**- the correct spelling of words, use of grammar and Standard English and the correct usage of punctuation. The teaching of transcription skills is part of the daily phonics session across EYFS and KS1. In KS2, this takes the form of daily spelling and vocabulary sessions as well as a separate punctuation and grammar session. As with phonics, the learning within this is pitched at age related expectations and objectives, outlined in the National Curriculum and daily intervention sessions are provided for pupils who need additional support to work towards these. We use the ‘Spell to Excel’ scheme from Year 3-6 as well as ‘Classroom Secrets Punctuation and Grammar’ yearly overview units to guide the teaching and learning within these sessions.

**Handwriting**- being able to write clearly and legibly, forming letters correctly. Children learn to print in EYFS as part of their learning around early writing- learning letter names and sounds, spelling of tricky and phonics based words. Fine motor development is also part of our teaching and learning here, for all ages. Pupils are given daily opportunities to strengthen and co-ordinate their fine motor grip and control as this supports them to write comfortably and fluently. In Year 1, we introduce a cursive, joined style to aid pupils to begin to join up their handwriting. The progressive scheme that we use for this is called ‘Letter Join’ and pupils are taught how to form letters correctly in the cursive style, moving to including in words and phrases.