

## **English**

At Whixall C.E. Primary School we believe that literacy and communication are key life skills. Through the English curriculum we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

We want children to enjoy and appreciate literature and its rich variety.

## **Reading**

Our aim is to enable children to:

- develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- use reading skills as an integral part of learning throughout the curriculum;
- read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding
- develop different strategies for approaching reading and be able to orchestrate the full range of strategies

Pupils have access to a wide range of reading opportunities that include:

- guided reading
- regular independent reading
- home/school reading
- hearing books read aloud on a regular basis
- reading in other subjects including ICT

Additional time is provided on a regular basis for reading at other times. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects. Within school, children use a range of reading schemes such as Oxford Reading Tree as well as banded 'real' books.

We appreciate the crucial role parents play in supporting their children's learning and therefore strongly encourage parents to share books frequently with their children at home and participate in a home school dialogue about their children's reading through the children's reading diary.

### **Spelling and Phonics**

We use a synthetic phonics approach based on Letters and Sounds and supported by other appropriate materials.

Our aim is that children should be able to:

- Blend and segment sounds easily
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading
- Spell words accurately by combining the use of grapheme-phoneme correspondence knowledge as the prime approach, and also morphological knowledge and etymological information
- Use a range of approaches to learn and spell irregular words.

Pupils have access to a range of phonics opportunities that include at Foundation Stage Key and Stage 1:

- Whole class teaching of specific spelling patterns
- Daily discrete phonics teaching
- Using phonics knowledge in real life contexts
- Applying skills in cross curricular contexts

Pupils have access to a range of phonics opportunities that include at Key Stage 2:

- Whole class teaching of specific spelling patterns
- Discrete phonics teaching as part of an intervention group where gaps in phonological knowledge have been identified
- Applying skills in cross curricular contexts

Teachers provide a wide range of contexts for reinforcing spelling patterns and tricky words throughout the school day. All teachers use Letters and Sounds and / or Support for Spelling materials as a basis for their planning for the teaching of spelling.

Learning takes place in a variety of situations and group settings. For example these could include working independently to practice tricky words, possibly using ICT; working collaboratively on an investigation and participating in short, focused whole class activities.

## **Writing**

Our aim is that children should:

- write in different contexts and for different purposes and audiences
- be increasingly aware of the conventions of writing, including grammar, punctuation and spelling
- plan draft and edit their writing to suit the purpose
- form letters correctly, leading to a fluent joined and legible handwriting style, giving increasing regard to presentation
- use ICT as a literacy medium for presenting work and manipulating text

Subject-specific texts that link to work being undertaken in other areas are used in English lessons to support the wider curriculum. Teachers use shared writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level. Activities are differentiated through the use of writing frames, spelling banks, collaborative work and peer or adult support. Teachers encourage 'talk for writing' as an integral part of the process.