



English Curriculum Statement



Intent

At Sandringham we believe that Speaking, Listening, Reading and Writing are fundamental to all areas of learning and as a school we embrace every opportunity to engage our young children in purposeful reading and writing within and beyond the curriculum. Teachers seek to maximise children's learning across all areas of English and include opportunities for cross-curricular English activities. Our planning is creative and engages the children with key English texts that will excite and foster a love of reading. Sandringham's aim is to promote the development of a literate and articulate child, one who is able to approach both spoken and written forms of communication confidently.

Implementation

Reading

Reading activities begin in the Early Years (Nursery and Reception) through sharing stories, poems and books of all genre. In Reception, the children begin phonics and build upon this knowledge throughout the rest of their first year in school and into KS1. Alongside this, children also learn to read key words to build their sight vocabulary. Reading schemes are used to support children as they develop their abilities. These ensure a structured progression in reading, alongside the teaching of phonics. A wide range of rich, stimulating texts, both fiction and non-fiction, are available for pupils in the classrooms and our school library. We provide the children with a variety of cross-curricular reading experiences which leads to confident readers, who are able to read for deeper meaning and discuss their opinions on a variety of different styles of text. Each classroom has its own quiet and cosy book area where children are able to enjoy a vast range of reading material. The school also runs an annual book day, book fair and opportunities for all year groups to further explore reading in our annual Amazing Authors Week.

Writing

Across the school, our classroom environments encourage children to write. We aim to foster interest, enjoyment and a sense of pride and satisfaction in writing, where displays and working walls celebrate children's learning and values the presentation of providing writing for an audience.

Children are encouraged to mark make as soon as they start in our Nursery and Reception classes. Initially, this is likely to be on a large scale, both inside and outside. In line with their phonics learning, our younger children are encouraged to 'have a go' and will begin to use their sounds with some support and adult scribing. In all age ranges, children have frequent opportunities to write for a variety of purposes and audiences; not just in English but across the curriculum. We use examples of both modern and heritage; British and International literature as the starting point for children's work and place great importance on composition and effect. The children have opportunities to write individually and in groups, as the teacher models writing skills and gives direct feedback.

Spelling and grammar are carefully and systematically embedded across the school and we follow the National Curriculum grammar progression. Regular opportunities for extended composition build children's stamina for writing. In shared writing sessions, children are taught how to plan, revise and edit their writing. Discussion of writing, evaluating their own and others work is an important and regular feature of English sessions. These skills are introduced at the start of Key Stage 1, in Year 1 and is refined in Year 2. Cross curriculum writing is widely used across the key stages to enhance the children's writing and provide a wider context for writing opportunities across the curriculum.

We teach the children to take pride in their presentation and handwriting skills are encouraged, practiced and valued throughout the school.

Phonics

We view phonics as a crucial element in teaching and learning in reading and writing. We use a systematic, synthetic approach where children quickly develop knowledge of the relationship between letters and sounds, words and sentences. Children are taught to blend and segment sounds easily and use a range of approaches to learn and spell

irregular words. We teach Phonics and Spellings with the guidance of the Letters and Sounds scheme and Assertive Mentoring (KS1) which sets out the order in which we teach phonics and spelling patterns and rules.

Handwriting

During the Early Years Foundation Stage children are taught the correct orientation of letters and how to hold a pencil comfortably and with good control. Initially handwriting sessions are discrete and children's writing tends to be large and irregular in shape. As children mature and their dexterity increases; usually towards the end of Reception, handwriting sessions become more structured and children are taught about sitting letters on the line and are introduced to the handwriting families (i.e. letters that are formed in similar ways). In Key Stage 1, starting in Year 1, children continue to practise the size and presentation of their letters as well as learning how to join their letters when they are ready. In Year 2, children work towards their very own golden pencil from the Head Teacher for carefully presented learning and a commitment to joined and legible handwriting. As they leave Sandringham, we aim for children to feel proud of the development in their writing. We expect their writing to be legible, with letters consistently formed and of the correct size, orientation and relationship to one another.

Speaking and Listening

Children learn through speaking and listening and by encountering a range of situations, activities and audiences, which are designed to develop confidence and competence. These skills are vital in all learning and social situations. We promote these by encouraging children to listen actively and to speak confidently and clearly. Through circle time discussions, children are able to learn the conventions of discussion and conversation, the importance of listening, taking turns to speak and respecting the views of others. It is important that all children feel they have something to offer and all relevant contributions are valued. At Sandringham we have created an environment where children speak freely during discussions, but that they also consider the thoughts and views of others.

Speaking in public is also valued and as well as circle times, children have the opportunity to take part in show and tell with their class, guided reading in small groups and class or year group productions. As part of British Values, we also advocate Democracy by electing Child Governors and Sports Council Representatives 3 times a year. These groups have regular meetings to discuss improvements to school life and act as 'the voice' for their own class. As part of their role, the children are required to present ideas and suggestions to the Head teacher, providing another platform for the acquisition and development of spoken language, including questioning, explaining, justification and debating skills in addition to developing the skills of listening and responding.

Impact

Children leave Sandringham:

- With a love of reading and writing
- With an appreciation of our rich and varied literary heritage
- Able to read easily, fluently and with a deep understanding
- With the habit of reading widely and often, for both pleasure and information
- With a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Able to articulate their thoughts, ideas and imagination orally and through the written word
- As creative writers, able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Able to use discussion effectively so they can clearly communicate their understanding and ideas
- Competent in the art of speaking and listening, making presentations, and participating in debates with skill and poise.