

English

The New Primary Curriculum 2014

The new curriculum aims to promote high standards of language and literacy, by equipping children with a strong command of the spoken and written word, and to develop their love for literature through widespread reading for enjoyment.

The National Curriculum aims to ensure that all pupils:

- Read easily, fluently and with 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 of 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.

Buckden and the New Curriculum

All children receive quality first English teaching on a daily basis and activities are differentiated accordingly. This time will be allocated as English lessons including grammar, punctuation, reading, spelling and handwriting sessions. In addition, it is expected that cross-curricular links will contribute to pupils learning in speaking and listening, reading and writing.

EYFS

English is covered as a prime area, in Communication and Language and also a specific area of Literacy. This is broken down into two sub sections, Reading and Writing in Development Matters and the Early Learning Goal with detail of what a child is to learn, what adults can do to support this learning and how to enable the environment to achieve this.

Daily phonics direct teaching is planned with continuous provision activities linked to this for children to further develop their English and communication skills through play and exploration. A love of literature is promoted through topics linked to traditional tales and favourite children's authors.

Reading

Pupils have access to a wide range of fiction and non-fiction texts drawn from a number of different schemes. A wide range of reading material is available at each child's personal reading level.

We provide plenty of reading opportunities for children. These include:

- shared reading
- guided reading
- regular independent reading
- home/school reading
- hearing books read aloud on a regular basis
- selecting own choice of texts including ICT texts
- reading whole texts
- reading in other subjects including ICT texts

Additional time is provided on a regular basis for reading supported by the Accelerated Reading (AR) scheme; most children access this at the start of Key Stage 2. There is time set aside for independent reading, using the library, listening to whole class stories and research linked to other subjects. The school has well-stocked libraries that contain fiction and non-fiction texts.

The Key Stage 1 library is a banded library which contains the Big Cat, Jolly Phonics and Oxford reading schemes. Alongside this there is a well-stocked range of non-fiction and fiction texts, some of which are linked to the AR reading scheme. The Key Stage 2 library contains fiction texts which are linked to the AR reading scheme and non-fiction texts; which uses the Cambridge Dewey System.

Writing

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

- 'Talk for writing' as an integral part of the process.
- shared writing
- guided writing
- independent writing
- writing different text types and narrative styles
- writing in different curriculum areas
- handwriting practice
- collaborative writing
- writing related to own experiences and enjoyment
- writing from a variety of stimuli
- planning, drafting, editing and presenting
- using ICT

British Values

English links closely to the British values democracy, the rule of law, individual liberty and mutual respect and tolerance. During the teaching of English, teachers plan to ensure that children are given the opportunity to voice their opinion about a narrative, poem and so on; children are expected to listen carefully to other people's opinion and show a good level of respect towards the differing opinions. We also plan for debates to be held in lessons and during assembly's allowing children to share their thoughts and opinions on a subject matter.

Dyslexic Friendly school

We recognise that some pupils, despite intellectual and other abilities, have unexpected difficulty learning to read and/or to spell and write fluently. These pupils may be described as having dyslexia.

We recognise that some of these pupils have special educational needs; that these needs have to be met to the best of our ability and resources; and that these pupils have the same right of access to the curriculum and to all the activities of the school as all other pupils. We will therefore make the following arrangements to try to ensure that their needs are met.

- We will operate an early identification and monitoring programme to try to ensure that all pupils who are experiencing difficulties with reading and spelling are identified as early in their school career as possible.
- Where necessary we will assess and make provision for the pupil's difficulties within the accepted framework for Special Educational Needs. We will prepare an individualised education plan setting out the provision we propose to make for the pupil and the objectives for that provision.
- If, despite our efforts to ameliorate the pupil's difficulties, it is felt that there is still a noticeable mismatch between a pupil's oral skills (talking and listening) and his/her attainment in reading, spelling and general English skills, we will, following consultation with parents, refer the pupil for assessment by an Educational Psychologist. This assessment will address the need for specialist support.
- Following discussion with the Educational Psychologist we will formulate a revised individualised education plan for each pupil.

- The plan will set out the provision which we can make from within our own resources and the strategies which class teachers can adopt to help the pupil access the curriculum. All teachers who teach the pupil will be made aware of his/her difficulties and will be made aware of the agreed plan and the agreed strategies to help give the pupil access to the printed aspects of the curriculum.

- These strategies will include the use of word banks, personal (illustrated) dictionaries, the use of spellcheckers and other spelling aids. We will try, within the limits of our resources, to promote the use of Information and Communication Technology (ICT) where appropriate to support learning (e.g., reinforce basic literacy skills, editing and revising text, etc.).

- We will try to be as sensitive as possible to sources of anxiety and embarrassment e.g. being asked to read aloud in class without adequate preparation, being asked to copy large amounts of written material from the board.

- Teachers will take account of the pupil's difficulties when marking work by, for example, concentrating on content. They will also be aware of the need to find alternative ways of assessing progress rather than always through written tests and examinations.

- We will try, as far as is possible within our resources, to make appropriate arrangements for pupils to undertake tests or examinations. This may involve giving the pupil additional time; allowing the questions to be read to him/her; allowing the pupil to use I.C.T.

- Teachers will take account of the pupil's difficulties when setting homework assignments. They will consult with parents and set homework which can be completed by the pupil within a reasonable period of time.

Teachers will also try to ensure that assignments set by different teachers are co-ordinated and do not impose an unfair burden on the pupil.

- We are aware that pupils with dyslexia have experienced “failure” and that often their motivation for reading and written work is low. We are conscious of the need to make these tasks as attractive and stimulating as possible and of the need to find ways of raising the pupil’s motivation generally. This is particularly important since the nature of their difficulties means that there will need to be a lot of repetition of basic work to ensure that reading vocabulary, spellings etc. are learned and retained.

- We will try to suggest ways in which parents can help us help their child. We believe that parents can contribute a great deal to an educational programme by, for example, reading to their child on a regular basis; participating in paired-reading schemes; hearing their child read every day, making and illustrating personal dictionaries and word-banks; supporting the child while doing homework etc.

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