



English at Rosendale

Our English teaching is guided by our belief that speaking and listening are the building blocks to successful writing. Children are given opportunities to share with and hear the ideas of others in every English lesson.

Children are taught to plan, edit and reflect on their writing. They are given weekly opportunities to carry out a long piece of purposeful writing for an audience.

Writing also depends on the children being able to write fluently, legibly and eventually, speedily. Consequently children throughout the school are given regular opportunities to practice their handwriting following the Kinetic Letters programme.

Where possible grammar and spelling are taught in the context of the class text. Alongside this, in KS2, there are regular lessons focusing on grammar, spelling and punctuation.

Children are encouraged to develop a love of literature and reading through exposure to a wide range of texts. Reading is taught through daily phonics lessons in Key Stage 1 which teaches the children to both decode unfamiliar words as well as speedily recognise familiar printed words. Teachers also listen to children reading in a group or individually and children are encouraged to ask and answer questions about the text.

In Key Stage 2 reading is taught through reciprocal reading sessions that take place four times a week. In these sessions a class book is read and children have opportunities to practise the key reading skills of predicting, clarifying, questioning and summarising.

Reading opportunities

The children will have the following opportunities:

Early Years

Listen to traditional tales.

Listen to a range of texts.

Use the class and school libraries.

Use vocabulary and forms of speech during play that are increasingly influenced by their experiences of books.

Demonstrate an understanding when talking with others about what they have read.

Key Stage 1

Listen to traditional tales.

Listen to a range of texts.

Learn some poems by heart.

Become familiar with a wide range of texts of different lengths.

Discuss books.

Build up a repertoire of poems to recite.
 Use the class and school libraries.
 Listen to short novels over time.

Key Stage 2

Read and listen to a wide range of styles of text, including fairy stories, myths and legends.

Listen to and discuss a wide range of texts.

Learn poetry by heart.

Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.

Take part in conversations about books.

Learn a wide range of poetry by heart.

Use the school and community libraries.

Look at classification systems.

Look at books with a different alphabet to English.

Read and listen to whole books.

Writing Opportunities

The children will have the following opportunities:

Early years

Give meaning to marks they make as they draw, write and paint.

Write their own name and other things such as labels, captions.

Develop clearly identifiable letters to communicate meaning.

Use their phonic knowledge to write words in ways which match their spoken sounds.

Write simple sentences which can be read by themselves and others.

	Key Stage 1	Key Stage 2
Narrative	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories with imaginary settings. • Write stories and plays that use the language of fairy tales and traditional tales. • Write stories that mimic significant authors. • Write narrative diaries. 	<ul style="list-style-type: none"> • Write stories set in places pupils have been. • Write stories that contain mythical, legendary or historical characters or events. • Write stories of adventure. • Write stories of mystery and suspense. • Write letters. • Write plays. • Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
Non-fiction	<ul style="list-style-type: none"> • Write labels. • Write lists. • Write captions. • Write instructions. • Write recounts. 	Nonfiction <ul style="list-style-type: none"> • Write instructions. • Write recounts. • Write persuasively. • Write explanations.

	<ul style="list-style-type: none"> • Write glossaries. • Present information. • Write non-chronological reports. 	<ul style="list-style-type: none"> • Write non-chronological reports. • Write biographies. • Write in a journalistic style. • Write arguments. • Write formally.
Poetry	<ul style="list-style-type: none"> • Write poems that use pattern, rhyme and description. • Write nonsense and humorous poems and limericks. 	<ul style="list-style-type: none"> • Learn by heart and perform a significant poem. • Write haiku. • Write cinquain. • Write poems that convey an image (simile, word play, rhyme and metaphor).

Spoken Language Opportunities

The children will have the following opportunities:

Early Years

Introduce a storyline or narrative into their play.

Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.

Engage in meaningful discussions in all areas of the curriculum.

Build up vocabulary that reflects the breadth of their experiences.

Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Give their attention to what others say and respond appropriately, while engaged in another activity.

Key Stage 1 and 2:

Engage in meaningful discussions in all areas of the curriculum.

Listen to and learn a wide range of subject specific vocabulary.

Through reading identify vocabulary that enriches and enlivens stories.

Speak to small and larger audiences at frequent intervals.

Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.

Listen to and tell stories often so as to internalise the structure.

Debate issues and formulate well-constructed points.

More information

More detailed programmes of study are available on the Department for Education Website

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMA_RY_national_curriculum_-_English_220714.pdf