

## The Dingle Primary School

### English Subject Summary

At the Dingle pupils are taught to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading enables pupils to acquire knowledge and to build on what they already know. Our aim through English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread, lifelong reading for enjoyment.

#### Spoken language

Spoken language underpins the development of reading and writing. We ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

In Reception, pupils are encouraged to listen attentively in a range of situations, ask and answer questions, talk in clear sentences about a range of topics, talk about themselves and hold conversations with others.

In Years 1 and 2, pupils are asked to retell a story, begin to use informal and formal language in different situations, perform a simple poem from memory, ask relevant questions to extend their understanding and articulate and justify arguments and opinions.

Speaking and listening is built on in Key Stage 2, where the children have many opportunities to talk in front of different audiences. This includes reading poems, asking and answering questions, drama work and taking part in debates and discussions.

#### Reading

At The Dingle we recognise that it is crucial for children to develop a life-long love of reading. Pupils are taught to read easily, fluently and with good understanding. Our aim is to develop the habit of reading widely and often, for both pleasure and information. Reading consists of word reading and comprehension (both listening and reading).

In Reception, early reading is taught daily through phonics lessons. Pupils are exposed to stories and story talk. On a daily basis we talk to the pupils about the world around them and the books (stories and non-fiction) we read to them, and enjoy rhymes, poems and songs together.

In Years 1 and 2, children continue their reading journey. They are taught phonics daily, supported by focussed guided reading sessions linked to the phonics sound they are learning. They also start to deepen their understanding of texts by answering verbal and written comprehension questions.

As children enter Key Stage 2, reading sessions take the form of whole class teaching. This is led by the class teacher. Children are taught specific skills in answering VIPERS questions (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary). This ensures that children have a deep and embedded knowledge of the texts studied.

In all year groups, children are exposed to a wide variety of fiction, non-fiction and poetry genres. At the Dingle, we have a reading spine of 10-12 key texts for each year group of books, which we encourage the children to read and also read with them.

We believe that it is important that children are read to; all of our pupils have class texts read to them regularly – a time when the children can just enjoy hearing a story.

## Writing

Writing consists of teaching transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing). We aim to teach pupils how to effectively plan, revise and evaluate their writing. Writing follows a sequence which ensures that children get to understand the key features of a genre along with the new learning that is being taught. Writing is always led by a quality text and many of these have links with other curriculum areas.

In Reception, pupils begin with mark making and writing their name. As they progress through the year, they will write words linked to their phonics and short sentences with an understanding of capital letters and full stops.

In Years 1 and 2, pupils complete writing pieces linked to the retelling of stories, information texts, poems, different narrative stories, recipes, diaries, character descriptions, letters, setting descriptions, postcards and instructions.

In Year 3 and 4, all of these genres of writing are reinforced to build fluency with more advanced texts and features. In addition, children also complete writing linked to myths, newspaper reports, dialogue stories and persuasive letters.

As children enter Years 5 and 6, they will have a good understanding of the different genres of writing. Through a range of carefully chosen texts, further consolidation of previous work intertwined with new learning ensures children leave our school as confident, independent and creative writers.

## Spelling, vocabulary, grammar and punctuation

In Reception, pupils are taught spelling through phonics and we expect children to be able to use a capital letter at the beginning of a sentence and a full stop at the end of a sentence by the end of the year.

In Years 1 and 2, children are taught spellings more formally and they have lessons which focus on grammar and punctuation. We expect children to be able to separate words with spaces and use capital letters accurately as well as commas, question marks, exclamation marks and apostrophes by the end of Year 2.

In Years 3 and 4, children are taught how to use paragraphs and inverted commas for speech. Fronted adverbials, prepositions and determiners are also introduced. Children have a spelling lesson each week with constant reinforcement throughout the week and the opportunity to practise spellings at home.

In Years 5 and 6, children are taught about building cohesion between paragraphs. They will use a range of different adverbials and relative clauses and understand passive and active voice and

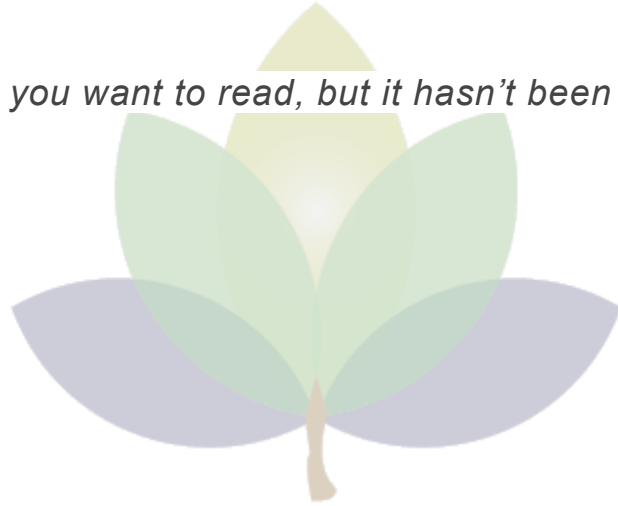
subjective forms. They will use a full range of punctuation in their writing which will include brackets, dashes, colons, semi colons and hyphens.

The English curriculum at The Dingle is fundamental to all of the work that we do. We believe that children need the skills in English to be able to access the wider curriculum and be prepared for life in the modern world.

Jan 22

*“If there is a book that you want to read, but it hasn’t been written yet, you must write it.”*

*- Toni Morrison*



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