



Wearhead Primary School

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"THE SMALL SCHOOL WITH A BIG HEART"

English

A high quality education in English will teach pupils to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Reading also enables pupils both to acquire knowledge and to build on what they already know. It can also develop into a pleasurable lifelong pastime.

Spoken Language

Spoken Language underpins the development of writing and reading. The quality and variety of language that pupil hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Reading

Reading consists of two dimensions:

- Word reading
- Comprehension (both listening and reading)

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world.

Writing

Writing consists of two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

Spelling, vocabulary, grammar and punctuation

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing.

Pupils should be taught to control their speaking and writing consciously and to use Standard English.



Year 1

Children will build upon their work during the Early Years Foundation Stage, making sure that they can blend unfamiliar printed words using their phonic knowledge. Pupils need to develop the skill of blending the sounds into words for reading and establish the habit of applying these skills whenever they encounter new words. Pupil's writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds that they hear in words (spelling skills), develop the physical skills needed for handwriting, and learn how to organise their ideas in writing.

Year 2

The majority of pupils should be able to read unfamiliar words by sounding them out in books matched to the child's level of word reading knowledge.

Year 2 children will regularly listen to and discuss a wide range of stories, poems, plays and information books.

The sooner that children can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum. In writing, pupils should be able to compose sentences orally and write them down. They should be able to make attempts to spell words that they use regularly and make attempts at more difficult words.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during Y2. They should learn that there is not always a link between the way a word is said and the way it is spelt (common exception words).

Years 3 and 4

The majority of children at this age should be able to read books accurately and at speed. They should be able to decode words outside their spoken vocabulary. Teaching reading will ensure that children become independent, fluent and enthusiastic readers who read widely and frequently, reading stories, poetry, plays and non-fiction. Children should be able to write down their ideas with accuracy and with good sentence punctuation. Pupils should be beginning to understand how writing can be different from speech. Joined writing should become the norm. Pupils' spelling of common words should be correct.

Years 5 and 6

The majority of children should be able to read aloud a wider range of poetry and books with accuracy and at a reasonable speaking pace. Most words should be read effortlessly. Children should read widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, and then discuss what they have read. Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broad and accurate. Pupils' knowledge, enjoyment and understanding of language, especially vocabulary, will support their reading and writing. By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the demands of the Y7 curriculum. Pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

