

ENGLISH AT KING CHARLES

What are the aims?

INTENT

At King Charles, we consider **reading** and **writing** to be **essential life skills** not only for academic success but also as a means of enriching our lives through reading for pleasure and writing creatively. Reading and writing thread their way through our **SHINE** curriculum, binding skills together for a richer learning experience.

We aim to nurture a love for writing, equipping our pupils with the knowledge and skills needed to write as authors across our wide and varied curriculum. Through regular and purposeful writing opportunities, we strive for pupils to:

- **Write clearly, accurately and coherently**, adapting their language and style for a range of contexts, purposes and audiences.
- **Acquire a wide vocabulary**, and a solid understanding of grammar and punctuation.
- Be able to **spell new words** by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- Take pride in the presentation of their writing, in part by developing a good, joined, handwriting style.
- **Refine and edit** their **writing**, independently identifying their own areas for improvement and editing their work effectively during and after the writing process.

We also aim for our children to become **confident** and **enthusiastic readers** who read for pleasure as well as for a purpose. Our goal is to inspire our children to appreciate a wide range of texts as well as publications which inform our children of current affairs. We also strive to provide our children with the ability to express themselves clearly and **communicate effectively** with others through spoken language.

Implementation

We provide learning opportunities that enable all pupils to make good progress. We adapt teaching to meet the needs of differing groups of learners and vulnerable children in our school. We plan and teach personalised English lessons which focus on the **particular needs** of each child.

We teach early reading through the **RWI phonic programme** which teaches children the English alphabetic code: first they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. They experience success from the very beginning. **Fiction and non-fiction phonic books** are closely matched to their increasing knowledge of phonics and 'tricky' words and, as children re-read the stories, their fluency increases and they are supported to learn to read with a storyteller's voice.

In school, we offer a wide variety of **high-quality books** to choose from, either from class bookshelves or our own **well-stocked library**. Books are also selected to enhance our **wider curriculum** and are available to all children. They represent a diversity of characters and settings and range from new titles to older classics.

Each term, every class **visits** the **town library**. If children do not already have one, we ensure that each has their **own library card**.

World Book Day is celebrated throughout a whole week dedicated to reading. We dress up, run competitions and transform the school to fully immerse ourselves in books.

We provide our children with the opportunity to listen to a **high-quality, age-appropriate text**, each day. They are recommended by children, adults in school or voted for by the class and are taken from recommended year group reading lists.

READING AT KING CHARLES

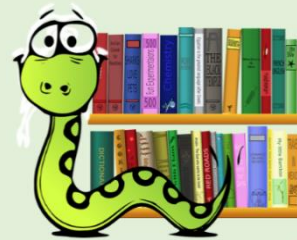
What does it look like?

IMPLEMENTATION

High quality, regular Guided Reading lessons provide children with the skills needed to fully understand a text. We use VIPERS question stems in KS1 and KS2 to structure these lessons, enabling children to **answer a range of questions** about their reading. These lessons are differentiated to suit all learning needs and therefore groups vary in size.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequences or Summarise



We believe that **excellent writing** is underpinned by a **wide vocabulary** and exposure to a wide range of **high-quality fiction and non-fiction texts**.

Children are encouraged to be **active listeners** and are encouraged to record new and exciting vocabulary. Newly acquired vocabulary can be recorded in personal jotters as well as on class displays.

Children have access to **adult led Book Clubs**. Opportunities for group discussion and immersion in high quality texts are provided for all.

Children are **inspired** and encouraged to **write as authors**. Spelling, punctuation and grammar (SPaG) is taught regularly as well as sentence structure using Alan Peat sentence types. This provides all children with the opportunity to elevate their writing.



Our teaching follows the **aims of the National Curriculum**. Each year group follows a set of non-negotiables for writing.

Writing across the wider curriculum is important to us at King Charles. For example, a morning English lesson might have children **writing** in their **history or geography books**.

We know that pupils write best when there is a **purpose to their writing**, therefore many opportunities for purposeful writing are planned within English lessons and across the wider curriculum, utilising cross-curricular links where possible. Children have: **written to various significant individuals** including the King; engaged with pen pals in local schools and further afield; and entered a variety of writing competitions; shared writing with other pupils across the school; create books of our writing to share with the school in the library and reading writing in a 'Writers' Chair' to an audience.

WRITING AT KING CHARLES

What does it look like?

IMPLEMENTATION

Children develop their **oracy skills** throughout their time at King Charles in a range of ways in English lessons and across the wider curriculum. To enhance a writing lesson, children might be **hot seating** as a character or getting involved in discussions, debates or exploring texts through performance. **School council** and **class-led assemblies** to the whole school also support children to develop their speaking skills.

Teachers use a range of **high-quality texts** and stimuli to motivate and **inspire children to write**. Online resources such as Literacy Shed are utilised to source **film clips** and images to inspire creative writing. The rich experience of trips, authors and other visitors to school further enhance children's writing with the aim of bringing it to life.

We believe the **acquisition of new vocabulary** is important and this can be taught and caught. We magpie any new vocabulary we hear and add to classroom displays or **magpie books**. We regularly learn new, ambitious vocabulary as 'Word of the Day or Week' too.

We use the **Read, Write, Inc (RWI)** programme to deliver our phonic and spelling teaching. **Regular assessments** ensure that children are grouped according to their current stage, progress is tracked over time and that interventions are planned for those groups of learners who need it.

A period of **free writing** has been timetabled across the school to provide children with the opportunity to independently write about a subject that interests them. We call this **Fantastic Fifteen** and this enables pupils to write for pleasure, promoting a **positive writing experience for all**.

ENGLISH AT KING CHARLES

What are the outcomes?

IMPACT

The impact is measurable through **statutory assessment** at the end of Key Stage 1 and Key Stage 2 as well as the **Phonics Screening Test** in Year 1. The school uses PiRA (Progress in reading assessments) and GAPS (Grammar, punctuation and spelling) assessments each term to **internally assess progress** and **identify next steps for all pupils**. Regular triangulated monitoring is also carried out by middle leaders to ensure that pupils of all abilities make good progress in reading and writing.

Children will leave King Charles as a community of **imaginative and enthusiastic learners** who enjoy showcasing their developing knowledge and skills across the curriculum. They are confident to **take risks** in their learning, love to share their ideas and show an **immense pride** in what they have achieved. They are **creative writers**, they are **effective communicators** and all share a **thirst for reading**.