

## Welcome to St Leo's and Southmead Catholic Primary English Page

The following information explains how English is taught throughout the school. English is part of the 'essential knowledge' (p6 National Curriculum) that is needed to take an active role in modern day society.

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

English is fundamental for all learning at St. Leos and Southmead Catholic Primary. It underpins the school curriculum by developing each child's ability to speak, listen, read and write for a wide range of purposes, using language to learn and communicate, to think, explore and organise. We use the whole curriculum to support each child's ability to express themselves correctly and appropriately and to read and write accurately and with understanding.



### Spoken Language

In English, during Key Stage One children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm, using language to explore their own experiences and imaginary worlds. Children learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. Children use language to explore their own experiences and imaginary worlds. They work in small groups and as a class, joining in discussions and making relevant points. They also learn how to listen carefully to what other people are saying, so that they can remember the main points. This is built on the Early Learning Goals where in Nursery and Reception, the children use language to imagine and recreate role and experiences becoming attentive listeners and interact with others in play.



## Drama



Children participate in a range of drama activities, where they use language and actions to explore and convey situations, characters and emotions, creating and sustaining roles individually and when working with others. Afterwards, the children have opportunities to comment constructively on drama they have watched or in which they have taken part. In Key Stage Two, children develop their drama to convey action and narrative to convey stories, themes, emotions, ideas and devise scripts. They explore dramatic techniques and comment how authors use these techniques in their writings.



## Standard English

We introduce to our children the main features of spoken standard English and teach them how spoken language varies in different circumstances for example: formal and informal situations. This transfers into grammatical constructions in both key stages which the children are taught both discretely and within writing a wide range of texts.



## Reading

Throughout our Early Years and Key Stage One pupils' interest and pleasure in reading is developed as they learn to read confidently and independently. They focus on words and sentences and how they fit into whole texts. They work out the meaning of straightforward texts and say why they like them or do not like them.



At St Leos and Southmead Catholic Primary we use the *Read Write Inc (RWI)* programme to get children off to a flying start within English. *RWI* is a method of learning centred round letter sounds and phonics, and we use it to aid children in their reading and writing.



Reading opens the door to learning and opportunities within life. A child who reads a lot will become a good reader. A good reader will be able to read more challenging material. A child who reads challenging material is a child who will learn. The more a child learns, the more he or she will want to find out. Using *RWI*, the children learn to read effortlessly so that they can put all their energy into comprehending what they read. It also allows them to spell effortlessly so that they can put all their energy into composing what they write.

When using RWI to read the children will:

- learn that sounds are represented by written letters
- learn 44 sounds and the corresponding letter/letter groups using simple picture prompts
- learn how to blend sounds
- learn to read words using Fred Talk
- read lively stories featuring words they have learned to sound out
- show that they comprehend the stories by answering questions.

When using *RWI* to write the children will:

- learn to write the letters/letter groups which represent 44 sounds.
- learn to write words by saying the sounds in Fred Talk
- write simple sentences

During Key Stage 2 the children read enthusiastically a range of materials and use their knowledge of words, sentences and texts to understand and respond to the meaning. They increase their ability to read challenging and lengthy texts independently. They reflect on the meaning of texts, analysing and discussing them with others.

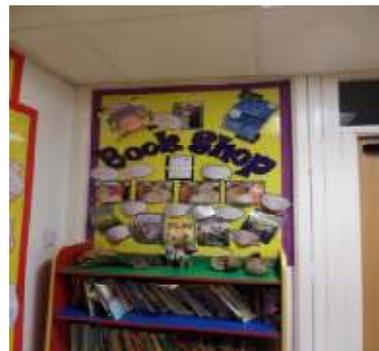


Across the whole school each week the children have a guided reading session delivered by the class teacher, in addition to this the children are also heard read individually at least once a week by an adult within the class. This is where children have the opportunity to discuss what they have read in a supportive way delving in between the lines to gain further meaning, inference and deduction. Children are also taught to look for meaning beyond the words within the text and make connections between different parts of texts and with other texts read. Children in both Key Stage One and Two are taught comprehension skills each week in class as a further opportunity to embed and utilise their reading skills.



## Bookshop

In School we are very proud to have our very own bookshop which is ran by children within Key Stage Two. Each Week the children throughout the school have the opportunity to visit the school bookshop held in the school Library and the School Nursery. The bookshop held on a Tuesday enables the children to buy new Fiction, Non Fiction and Poetry books for £1. Since Mrs Parry opened the school bookshop she has sold over 5000 books.



## Writing

During Key Stage One pupils start to enjoy writing and see the value of it. They learn to communicate meaning in narrative and non-fiction texts and spell and punctuate correctly.

Throughout our school, the children explore exemplary texts, grammar, sentence construction and how to plan texts using arrange of strategies including Alan Peat sentence types to produce detailed highly affective pieces of writing. Where appropriate the children use drama to explore texts where they choose which actions to link with phrases read before moving onto develop individual pieces. The children then learn how to develop their ideas using specific resources for the literary genre they are learning. The children are taught rich composition skills using adventurous vocabulary, sequencing ideas

and events and recounting information in a clear structure in a high standard to suit the purpose and its reader. Children are then taught to draft and re-draft their work, making substitutions, developing their ideas and vocabulary with right discussions which then extends their writing into exciting texts. The children have discussions about their writing as if they were authors as well as readers.



Punctuation is also taught within this writing technique giving context to their grammar and punctuation. However, spelling, grammar and punctuation is also taught discretely to ensure full coverage and understanding. Spelling is also linked to the phonics that has been taught that week and the children are tested weekly.



Throughout the school, children develop an understanding and appreciation for non-fiction and non-literary texts such as: persuasive argument, explanation, instruction and descriptive writing. They are also taught how to write diaries, autobiographies, biographies and letters. They are taught to identify and use the most appropriate vocabulary for each text type and also links between

structural and organisational features such as paragraphing, sub-headings and links in hypertext.



Children also learn a range of modern fiction by significant children's authors, long-established children's fictional authors and explore exciting new texts too. They study narrative and nonsense poetry, classic poetry, play scripts, fiction from different cultures and traditions, myths, legends and traditional stories.



### **Handwriting and Presentation**

At St Leos and Southmead Catholic Primary, the children take pride in their work and from Reception children are taught how to write by holding a pencil properly, writing from left to right across the page, forming letters in an appropriate size with finger spaces and joining each letter using cursive script. Cursive writing is a very inclusive way of writing and helps children who have special educational needs. Children find it easier to read their work back quicker and take pride in their presentation.



## **Resources**

Each class has resources to support all aspects of the English Curriculum. Examples are a range of Literacy Programmes, including Language and Literacy, Read, Write Inc, Alan Peat Strategies.

In addition all classes have a library containing a selection of books including fiction, poetry and non-fiction, anthologies, dictionaries and thesauruses. Each class has access to a range of Guided Reading sets, home-reading books, supplementary materials to support spelling and grammar, i pads and lap-tops (including internet access), interactive games and programmes, table top games and the school library which is available to children in lesson time and at lunch-time.

