



# English



# **St. Bede's Catholic Infant School**

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## **Subject Intent for English 2020-21**

Subject Leader: Mrs. Towell

Subject Support Leader (Reading): Miss Hesling

The curriculum statement gives an overview of the overall aims for the curriculum, the essential principles that determine the framework and the broad content. These are implemented through subject schemes of work, which are obviously far more detailed. At the heart of the subject scheme of work is the National Curriculum Programme of Study, which is the statutory entitlement for all pupils in local authority-maintained schools. Our aim in teaching English is to give every child the National Curriculum +.

## **Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils 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. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

## **Aims**

The overarching aim for English in the national curriculum 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 reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Subject implementation**

### **Time allocation:**

English is allocated 22% of curriculum time over Key Stage 1. English is taught through discrete subject teaching and through cross curricular work.

## **Subject content : Key stage 1**

See National Curriculum objectives for Spoken Language, Reading and Writing included in the Scheme of Work for Planning and in the Assessment section.

**Throughout the year children will explore different genre.**

Year Group	Narrative	Fiction / Non Fiction	Non Fiction	Poetry
Year 1	Stories with familiar settings Stories from Fantasy Worlds Stories from a range of cultures Stories with predictable and patterned language Traditional Tales (including plays)	Non Chronological	Labels and Captions Instructions Recount Information texts	Poems on a theme Poems for learning by heart Traditional Rhymes including innovation
Year 2	Stories with familiar settings Traditional Stories with a twist Extended / Adventure stories Significant authors Recount		Instructions Explanations Information texts Non-chronological Reports Persuasive Text	Poems on a theme Poems with a structure Classic / Performance Poetry

## English Curriculum - Spoken language

Pupils should be taught to:

listen and respond appropriately to adults and their peers
ask relevant questions to extend their understanding and knowledge
use relevant strategies to build their vocabulary
articulate and justify answers, arguments and opinions
give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
maintain attention and participate actively in collaborative/shared conversations, staying on topic and initiating and responding to comments
use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
speak audibly and fluently with an increasing command of Standard English
participate in discussions, presentations, performances, role play/improvisations and debates
gain, maintain and monitor/observe the interest of the listener(s)
consider and evaluate different viewpoints, attending to and building on the contributions of others
select and use appropriate registers for effective communication

These statements apply to all years. The content should be taught at a level appropriate to the age of the pupils. Pupils should build on the oral language skills that have been taught in preceding years.

Pupils should be taught to develop their competence in spoken language and listening to enhance the effectiveness with which they are able to communicate across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates.

Attention should also be paid to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and to enhancing their knowledge about language as a whole.

Pupils should receive constructive feedback on their spoken language and listening, not only to improve their knowledge and skills but also to establish secure foundations for effective spoken language in their studies at primary school, helping them to achieve in secondary education and beyond.

## Reading at St Bede's Catholic Infant School

All children are treated as readers as soon as they enter school. In school they will use books continually. They are encouraged to look at them, discuss them and retell the stories. They are read to, and with, as a class, in small groups for guided reading and on an individual basis, as appropriate. They are encouraged to share and read books with each other and to develop confidence and fluency reading to an audience.

During these times reading comprehension skills, phonics skills and word recognition skills are developed. The children have access to books from a wide selection of fiction and nonfiction and poetry. They are be organised in "book bands" which include books from a number of reading schemes including Oxford Reading Tree, Oxford Reading Tree Songbirds, Collins Big Cats and Rigby Star, as well as individual titles.

The band/level of book taken home by the children is matched to those shared with the teacher in school, including books which have phonic emphasis. Children will have a reading diary in which the teacher will inform parent/carers about their child's progress and in which parents/carers are able to comment.

Reading is taught using a wide variety of appropriate strategies, including Phonics (sounding out the letter sounds/phonemes), recognition of common exception words (words commonly used which can't be "sounded out"), and comprehension with an emphasis placed on reading for meaning, including inference.

Phonics skills for reading and spelling are taught through the daily use of the Jolly Phonics Programme in Year One and Year Two with Letters and Sounds and Support for Spelling activities to teach sounds/phonemes and spelling . This is supplemented by a wide range of other activities.

**YEAR 1 READING OBJECTIVES**

<b>WORD READING</b>	<b>COMPREHENSION</b>
Apply phonic knowledge and skills as the route to decode words	<b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b>
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught	being encouraged to link what they read or hear read to their own experiences
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	recognising and joining in with predictable phrases
Read other words of more than one syllable that contain taught GPCs	learning to appreciate rhymes and poems, and to recite some by heart
Words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	discussing word meanings, linking new meanings to those already known
Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	<b>Understand both the books they can already read accurately and fluently and those they listen to by:</b>
Re-read these books to build up their fluency and confidence in word reading.	drawing on what they already know or on background information and vocabulary provided by the teacher
	checking that the text makes sense to them as they read and correcting inaccurate reading
	discussing the significance of the title and events
	making inferences on the basis of what is being said and done
	predicting what might happen on the basis of what has been read so far
	participate in discussion about what is read to them, taking turns and listening to what others say
	explain clearly their understanding of what is read to them.

**YEAR 2 READING OBJECTIVES**

<b>WORD READING</b>	<b>COMPREHENSION</b>
Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Develop pleasure in reading, motivation to read, vocabulary and understanding by:
Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
Read accurately words of two or more syllables that contain the same graphemes as above	discussing the sequence of events in books and how items of information are related
Read words containing common suffixes	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	being introduced to non-fiction books that are structured in different ways
Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	recognising simple recurring literary language in stories and poetry
Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	discussing and clarifying the meanings of words, linking new meanings to known vocabulary
Re-read these books to build up their fluency and confidence in word reading.	discussing their favourite words and phrases
	continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	Understand both the books that they can already read accurately and fluently and those that they listen to by:
	drawing on what they already know or on background information and vocabulary provided by the teacher
	checking that the text makes sense to them as they read and correcting inaccurate reading
	answering and asking questions

	making inferences on the basis of what is being said and done
	predicting what might happen on the basis of what has been read so far
	participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.



**YEAR 1 WRITING OBJECTIVES**

Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
<b>Spell: (See Appendix 1)</b>	sit correctly at a table, holding a pencil comfortably and correctly	<b>Write sentences by:</b>	Develop their understanding of the concepts set out in <a href="#">English Appendix 2</a> by
words containing each of the 40+ phonemes already taught	begin to form lower-case letters in the correct direction, starting and finishing in the right place	saying out loud what they are going to write about	leaving spaces between words
common exception words	form capital letters	composing a sentence orally before writing it	joining words and joining clauses using and
the days of the week	form digits 0-9	sequencing sentences to form short narratives	beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
<b>Name the letters of the alphabet</b>	understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	re-reading what they have written to check that it makes sense	using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
naming the letters of the alphabet in order		discuss what they have written with the teacher or other pupils	learning the grammar for year 1 in English Appendix 2
using letter names to distinguish between alternative spellings of the same sound		read aloud their writing clearly enough to be heard by their peers and the teacher	use the grammatical terminology in English Appendix 2 in discussing their writing
<b>Add prefixes and suffixes:</b> using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs			
using the prefix un–			
using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]			
apply simple spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>			

write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.			

**YEAR 2 WRITING OBJECTIVES**

Transcription	Handwriting	Composition	Vocabulary, grammar and punctuation
<b>Spell by:</b>		<b>Develop positive attitudes towards and stamina for writing by:</b>	Develop their understanding of the concepts set out in <b>English Appendix 2</b> by:
segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly	form lower-case letters of the correct size relative to one another	writing narratives about personal experiences and those of others (real and fictional)	learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
learning new ways of spelling phonemes for which one or more spellings are already known, and learn	start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined	writing about real events	<b>Learn how to use:</b>
some words with each spelling, including a few common homophones	write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	writing poetry	sentences with different forms: statement, question, exclamation, command
learning to spell common exception words	use spacing between words that reflects the size of the letters.	writing for different purposes	expanded noun phrases to describe and specify [for example, the blue butterfly]
learning to spell more words with contracted forms e.g didn't		<b>Consider what they are going to write before beginning by:</b>	the present and past tenses correctly and consistently including the progressive form
learning the possessive apostrophe (singular) [for example, the girl's book]		planning or saying out loud what they are going to write about	subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
distinguishing between homophones and near-homophones		writing down ideas and/or key words, including new vocabulary	the grammar for year 2 in English Appendix 2
add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly		encapsulating what they want to say, sentence by sentence	some features of written Standard English

apply spelling rules and guidance, as listed in <a href="#">English Appendix 1</a>		Make simple additions, revisions and corrections to their own writing by:	use and understand the grammatical terminology in English Appendix 2 in discussing their writing.
write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.		evaluating their writing with the teacher and other pupils	
		re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form	
		proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]	
		read aloud what they have written with appropriate intonation to make the meaning clear.	