

# Askwith Primary School

## English rationale

English is an integral part of education and society. A high-quality education in English teaches children the art of speaking and listening, how to write and communicate ideas coherently for different purposes and how to read fluently with good understanding. Through reading and literature in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary and allows children to explore and appreciate our rich and varied literary heritage. As our context is predominantly White/British, our English curriculum promotes the rich diversity of Britain, including an appreciation of our locality. We carefully choose the literature we expose the children to so that we can plan for purposeful opportunities to discuss important aspects of British values, mental health and well-being and citizenship, thus developing children's cultural capital. We promote a love of literature through widespread reading for enjoyment.

Primary English helps pupils to build knowledge and understanding of:

- reading
- writing
- grammar
- spelling
- speaking and listening

<b>Intent</b>	<b>Implementation</b>	<b>Impact: to be reviewed at the end of each year</b>
<ul style="list-style-type: none"><li>• The English curriculum is rooted in the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life, therefore addressing social</li></ul>	<ul style="list-style-type: none"><li>• English ladders demonstrate substantive and disciplinary knowledge and the opportunity for creativity</li><li>• Analysis of KS1 curriculum - less is more so that there is greater emphasis on</li></ul>	

disadvantage and injustice. All pupils have the cultural capital to be educated citizens

- Reading and writing knowledge, ideas and operations are the focus in KS1
- Reading for pleasure is promoted across KS1 and KS2
- The English curriculum provides an inter-disciplinary cross-curricular approach, which makes meaningful connections between subjects. These natural links enable pupils to develop creativity across the curriculum
- Knowledge and skills are well sequenced and develop incrementally
- Teacher subject knowledge enables all pupils to achieve their potential
- All pupils (unless it is justifiable) are able to read to an age appropriate level and fluency. All pupils (unless otherwise specified) can access the curriculum and are not falling rapidly behind their peers. Teachers are experts in the teaching of reading. There is

RW, including teacher training - how to teach English explicitly in non-core

- Promoting daily reading as a priority
- Monitor the blend of substantive/disciplinary knowledge
- Use of English ladders and planned recalls
- Audits of subject knowledge and needs across the curriculum
- Book Band Books system used, regular running records, yr group list of 'must reads' throughout the year, updated reading record book, timetables show regular story sessions, phonics/reading audits carried out by English subject leader
- Pupils are read to frequently, pupils introduced to horizontal/vertical vocabulary across the curriculum with sufficient contextual exposure, all classes have 'What do words mean?' display which is added to regularly, all classes have vocabulary books which are used across the curriculum, vocabulary to develop disciplinary knowledge will be introduced

<p>strong evidence that pupils' comprehension, knowledge, vocabulary and ideas are developing as they should towards endpoints</p> <ul style="list-style-type: none"> <li>• Pupils have a wide vocabulary and a rich understanding of the meaning of words encountered</li> </ul>	<p>across the curriculum (planned for in the first instance)</p>	
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## Knowledge in English

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and accurate, children are able to interpret and evaluate a range of literature. In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. Once this knowledge is secure, children can apply this knowledge to a range of purposes and evaluate written text.

### Substantive knowledge

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts.

In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings.

## **Disciplinary knowledge**

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author. In writing, it is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. In both reading and writing, it is the process of thinking critically and creatively.

## **Creativity in English**

Creativity and knowledge should work together as creativity involves making connections and using 'old' knowledge to create 'new'. At Askwith Primary School, we have designed our curriculum so that the natural links between English and other subjects are deliberate and purposeful in promoting creativity. For example, children in years 5 and 6 could apply their knowledge of events during a significant period in history and their knowledge of newspaper report writing in English to write a newspaper report from the viewpoint of a particular person from that time. They draw upon their 'old' knowledge as well as use their imagination to create a unique piece of writing.

## **Assessment**

Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge. At Askwith Primary School, learning always starts with the children's prior knowledge and any misconceptions they may have. This can be undertaken in several different ways; teachers decide upon the most appropriate, age-related way of obtaining the children's prior knowledge. Units of work are then personalised to the needs of the groups of learners.

Any misconceptions that arise throughout the unit are identified and addressed appropriately. End of topic assessment takes place approximately two weeks after the end of the topic. Two further recalls take place approximately six weeks and then twelve weeks later in order to embed knowledge in long-term memory.

See Assessment in English policy for further information on summative and formative assessments in reading, writing, grammar, spelling and phonics.

May 2019