

What do we do?

- Children have individualised readers. In Year 3 they continue to read book banded books. However, they soon move to choosing their own books. We often have ERIC (Everyone Reading In Class) times.
- All children have a weekly library session. They can read their book and choose a new title. We try and encourage the children to read one book at a time.
- We have guided reading sessions.

We have shared reading times.

We have formal reading comprehension sessions which involve children writing answers to a set text. This might be related to a topic.

Where can I find ideas about books my child might like to read?

The School Book List – Deanshanger Primary School Website

Deanshanger Village Library

Oxford Owl

The Book Trust including details of award winning books

Educating Together—Educatingtogether.co.uk

The School Reading List—Schoolreadinglist.co.uk

Our approach towards teaching writing

‘If a child can’t talk it, they can’t write it.’

Pie Corbett

TALK IS ESSENTIAL TO WRITING

Talk for writing is essential to writing. It is very important that children familiarise themselves with various text types, use the language of texts and discuss their ideas before they write. Children discuss their ideas during and after they write to evaluate their work.

We also use strategies like ‘Drama for Writing’ to aid writing.

Forms of writing at Deanshanger Primary School:

Modelled Writing. Teacher shows the children the writing process. This is shared.

Shared Writing. Teacher and children write together.

Guided Writing. Children are grouped and work with the teacher on a specific focus within a piece of writing.

Extended Writing. Children independently write a piece of extended writing.

Different genres

We aim that the children write a variety of different genres across the schools.

Different genres include:

Recount

A sequential retelling of events, eg a diary entry, newspaper report, factual story based on people or events.

Procedure or instruction

Guides the reader by stating how to do or make something, or how to take care of something, eg a guide to taming a dragon, a set of instructions for playing a game of tag rugby.

Narrative

Generally a fictitious story although may be based on fact. Can be written in different genres, eg traditional tale, adventure, science fiction, historical, ghost.

Report

Describes what something is or was like and provides information about it, eg an informative leaflet, a report on a school project, a letter, a news report.

Explanation

Explains how or why something happens or works. Is usually organised logically and/or sequentially, eg presentation slides to explain how a bicycle works, a written outcome of a science experiment.

Argument and persuasion

Presents opinion and points of view which may be biased or balanced, eg a letter to persuade or protest, a book review, a speech, a play script.

Poetry

For example to entertain, to reflect, to convey information, to tell a story, to share knowledge or to pass on cultural heritage.

See our English long term plans on our school website for details of what each year group is covering.

Deanshanger Primary School

September 2015—July 2016
ENGLISH



See our school website for further information:

www.deanshangerprimary.co.uk

English Long Term Plans

Spelling Lists

Grammar and Punctuation Jargon Buster

Book lists

Phonics Guide

The main aim of this leaflet is to explain what and how we teach English at Deanshanger Primary School so we can **help you to help us** support your child on their learning journey to be the best they can be.

Our English curriculum is made up of the following elements:

Spoken language

This underpins reading and writing. The quality and variety of language that children hear and speak is important. They should be involved in discussions, debates and drama.

Reading

Reading is made up of two parts:

- Word reading
- Comprehension

Reading is essential. It is important that children can read confidently and fluently in preparation for secondary school.

Writing is made up of two parts:

- Transcription (Spelling and handwriting)
- Articulating ideas (structuring them in speech and writing).

Spelling, grammar, punctuation and vocabulary are very important to this process.

Reading

Forms of reading at Deanshanger Primary School:

Individual Reading

Children read individually a book. Across the school children will take part in ERIC sessions. Everyone Reads in Silence.

Guided Reading/ Shared Reading

Children read in a group or class. The whole purpose of this type of reading is that the children improve their reading fluency and expression. They answer questions about the text read.

Phonics

During FS, Years 1 and 2 children are taught sounds. These sounds help children to decode words and read books.

Library

Children engage in a weekly library session. They choose books that interest them. These can be poetry, fiction and non-fiction books.

Reading Comprehension

Children will participate in a formal reading comprehension session. Answers will be formally recorded.

Foundation Stage

• In Foundation Stage we teach the children phonics. We use the RWI approach but don't follow the exact structure of the scheme.

This is essential.

- The children also have guided reading sessions.
- Children have regular story time sessions.
- They have a library session once a week where they choose a book to take home and share with their parents/carer.
- Children also have individualised readers which they take home and share with their parents. Books are colour banded according to difficulty throughout school so that children are familiar with the level at which they are working and can independently choose an appropriate book for them.

If you want to know more about our approach towards teaching phonics, please see our separate phonics guide. See the English section of our website.

Key Stage One

- As the children move through KS1 (Years 1 and 2), we continue phonics. However, we will try other approaches towards reading if a child is struggling with phonics.
- At the end of Y1 children have to sit the Y1 Phonics Test. The children show their knowledge of the phonics sounds by reading a series of nonsense words.
- Children continue to take part in guided reading groups.
- Children continue reading their individualised readers. Some will move onto simple chapter books.
- During Year 2, children will take part in formal reading comprehension activities.
- The children also have library sessions.

Key Stage Two

It is important that children still read. It is important that you still listen to them read and ask questions.

"Research has repeatedly shown that motivation to read decreases with age, especially if pupils' attitudes towards reading become less positive. If children do not enjoy reading when they are young, then they are unlikely to do so when they get older."