



Brookside Primary School
Learn Together - Achieve Together

Teaching of English at Brookside Primary School



**The intent, implementation and impact for the
learning of Literacy at Brookside Primary School**

Why is English important at Brookside Primary School?

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.

English underpins the whole curriculum and is taught through daily English lessons and cross-curricular through Topic and Science.

What are the key knowledge concepts in English at Brookside Primary School?

Spoken Language	Reading
<ul style="list-style-type: none"> • Elaborate • Speak clearly • Explain ideas • Acquire a wide vocabulary • An understanding of grammar and spoken language • Use discussion in order to learn • Make formal presentations Demonstrate to others Participate in debate Appreciate our rich and varied literary heritage 	<ul style="list-style-type: none"> • Read widely • Read easily and fluently • Read with understanding • Read for pleasure and for information • Acquire a wide vocabulary
Writing	Grammar, Punctuation and Spelling
<ul style="list-style-type: none"> • Write clearly, accurately and coherently • Adapt their language and style in and for a range of contexts, purposes and audiences • Writing ideas fluently Forming ideas Articulating ideas • Wide knowledge of vocabulary and grammar • Legible, fluent handwriting 	<ul style="list-style-type: none"> • An understanding of grammar conventions for writing. • Spell accurately understanding morphology • Enhanced vocabulary Understand correct grammatical terms Know, understand and use the spellings and grammar for their year group.

What are the key English subject skills?

Spoken Language

Years 1-6

Children 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 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 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.

How does Brookside Primary School ensure progression in English?

- Curriculum identifies points where comparisons can be made
- Key concepts are revisited to consolidate pupils understanding
- Knowledge taught builds on prior learning and is therefore more in-depth
- Increasing complexity vocabulary, written and oral.
- Children are able to evaluate and improve their writing with more precision
- Grammar, punctuation and spelling lessons ensure pupils build on prior knowledge and apply these in their writing.
- Balance used to assess pupils knowledge at the point in learning.
- Writing process followed throughout the school based on quality texts.
- Quality texts used in Science and Topic to ensure cross curricular links.
- Vocabulary used and displayed in classrooms

How do we know our children have made progress?

End points FS

Children can

- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Also write some irregular common words.
- Write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

End point Key Stage 1

Year 1

Children can:

Spelling

- Spell words containing each of the 40+ phonemes already taught
- Spell common exception words
- Spell the days of the week
- Name the letters of the alphabet: naming the letters of the alphabet in order
- Using letter names to distinguish between alternative spellings of the same sound
- Add prefixes and suffixes: 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
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting:

- Sit correctly at a table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing:

- Say out loud what they are going to write about
- Compose a sentence orally before writing it
- Sequence sentences to form short narrative
- Re-read what they have written to check that it makes sense
- Discuss what they have written with the teacher or other pupils
- Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing, Vocabulary, grammar and punctuation:

- Leave spaces between words
- Join words and joining clauses using
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Learn the grammar for year 1
- Use the grammatical terminology

End points Year 2

Children can:

Spelling

- Segment spoken words into phonemes and representing these by graphemes, spelling many correctly
- Learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- Learn to spell common exception words
- Learn to spell more words with contracted forms
- Learn the possessive apostrophe (singular) [for example, the girl's book]
- Distinguish between homophones and near-homophones
- Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- Apply spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

Handwriting:

- Form lower-case letters of the correct size relative to one another
- 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
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that reflects the size of the letters

Writing:

- Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events, writing poetry, writing for different purposes

- Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence
- Making simple additions, revisions and corrections to their own writing by: 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.

Writing, Vocabulary, grammar and punctuation:

- Develop their understanding of the concepts: learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- Learn how to use: sentences with different forms: statement, question, exclamation, command, expand noun phrases to describe and specify [for example, the blue butterfly]
- The present and past tenses correctly and consistently including the progressive form
- Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) features of written Standard English
- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark

- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- Learn the grammar for year 1 and use the grammatical terminology to discuss their writing

End point Key Stage 2

End points Year 3 and 4

Children can

Spelling

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Handwriting:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing:

- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discuss and record ideas
- Draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied

and rich vocabulary and an increasing range of sentence structures

- Organise paragraphs around a theme in narratives, creating settings, characters and plot
- In non-narrative material, using simple organisational devices
- Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proof-read for spelling and punctuation errors
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing, Vocabulary, grammar and punctuation:

- Develop their understanding of the concepts by: extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Use the present perfect form of verbs in contrast to the past tense
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use conjunctions, adverbs and prepositions to express time and cause using fronted adverbials
- Learn the grammar for years 3 and 4
- Indicate grammatical and other features by: using commas after fronted adverbials
- Indicate possession by using the possessive apostrophe with plural nouns
- Use and punctuate direct speech
- Use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.

End points Year 5 and 6

Children can

Spelling

- Use further prefixes and suffixes and understand the guidance for adding them
- Spell some words with 'silent' letters [for example, knight, psalm, solemn]
- Continue to distinguish between homophones and other words which are often confused
- Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt
- Use dictionaries to check the spelling and meaning of words
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary
- Use a thesaurus.

Handwriting:

- Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choose the writing implement that is best suited for a task.

Writing:

- Plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
- Note and developing initial ideas, drawing on reading and research where necessary
- In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed
- Draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précisising longer passage, using a wide range of devices to build cohesion within and across paragraphs
- Use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluate and edit by: assessing the effectiveness of their own and others' writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning
- Ensure the consistent and correct use of tense throughout a piece of writing
- Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register
- Proof-read for spelling and punctuation errors

Writing, Vocabulary, grammar and punctuation:

- Develop their understanding by: recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- Use passive verbs to affect the presentation of information in a sentence
- Use the perfect form of verbs to mark relationships of time and cause □ Use expanded noun phrases to convey complicated information concisely
- Use modal verbs or adverbs to indicate degrees of possibility, using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun
- Learn the grammar for years 5 and 6
- Indicate grammatical and other features by: using commas to clarify meaning or avoid ambiguity in writing, using hyphens to avoid ambiguity, using brackets, dashes

or commas to indicate parenthesis, using semi-colons, colons or dashes to mark boundaries between independent clauses, using a colon to introduce a list, punctuating bullet points consistently

- Use and understand the grammatical terminology in English accurately and appropriately in discussing their writing and reading

All year groups follow the writing process shown below for each genre taught:

Writing Process Stage
Shared Texts/Experiences Shared with children to gather information/ form background knowledge of the genre to be taught. Inclusion of DEAL strategies.
SPAG Spelling, Punctuation and Grammar taught with relation to the genre.
Example Text Discussion of features/ highlighting of features of the genre being taught.
Boxing Up Plan put together with the children in preparation for a shared write.
Shared Writing Together as a class put together a piece of writing for the genre being taught.
Planning of Independent Piece Planning that shows how they will apply the skills they have learnt to their own independent piece of writing.
Independent Writing Children apply the skills learnt using a success criteria.
Edit Children edit their work using their green polishing pen.
Publish Work Is the piece of writing published anywhere?

Below is an overview of Brookside Primary School's Writing Genres which will be covered by each class:

<u>Hoot Owls</u>	<u>Snowy Owls</u>	<u>Tawny Owls</u>
<p>See EYFS Rainbow Curriculum Booklet</p> 	<p>Narrative Stories in Familiar Settings Traditional Tales Character Profile (adjectives)</p> <p>Non-Fiction Lists Captions Titles Question Writing Alphabetical lists Recount Instructions</p> <p>Poetry Rhyming Rhyming sentences</p>	<p>Narrative Adventure Stories Character profile</p> <p>Non-Fiction Poster advert Informal letter Recount/ diary Instructions Book review Glossary Flow chart (explanation)</p> <p>Poetry Humorous poems Limerick</p>
<u>Barn Owls</u>	<u>Eagle Owls</u>	<u>Bay Owls</u>
<p>Narrative Historical stories Stories from other cultures Dialogue</p> <p>Non-Fiction Non-chronological report Leaflet/ advertisement Recount/ diary Persuasive speech Instructions/ explanations</p> <p>Poetry Haiku Cinquain</p>	<p>Narrative Myths and Legends Play scripts Style of a significant author</p> <p>Non-Fiction Biography Recount Newspaper report Persuasive letters Advertisement</p> <p>Poetry Kennings Acrostic poems</p>	<p>Narrative Historical Stories Fast paced action scene Setting description incorporating personification New scene or character into story Alternative openings or endings</p> <p>Non-Fiction Auto-biographies Journalistic articles Formal letters Letters in role Persuasive text Non-chronological report Summary of passage/ whole text</p> <p>Poetry Narrative poetry Monologues/ Soliloquy</p>

How well do Children learn English at Brookside Primary School?

End of Year Assessments 2019/20

ALL pupils

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
EYFS						
1						
2						
3						
4						
5						
6						
All pupils						

Boys

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
EYFS						
1						
2						
3						
4						
5						
6						
All pupils						

Girls

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
EYFS						
1						
2						
3						
4						
5						
6						
All pupils						

Pupil Premium

Year	Emerging		Expected		Exceeding	
	Number	%	Number	%	Number	%
EYFS						
1						
2						
3						
4						
5						
6						
All pupils						



Brookside Primary School

Learn Together - Achieve Together

Pupil Voice in English

What have you learnt about in subject so far this year?

Do you like learning about subject?

How can we make subject better at our school?

Do you think subject is important?

Do you think subject is important for your future?

How well do they learn	Date/s	Evidence
Pupil Voice		
Lesson Observations		
Children's Work		
End of Year Assessments		