

# English at West Chilton Community School

Empowerment

Resilience

Relationships

These three elements of our school “DNA” are critical to every child’s development as readers, listeners, speakers and writers. From the acquisition of basic skills to the nuance of language register and vocabulary choice, our English curriculum should progressively equip young people to develop an eye and an ear for language that pleases, delights and suits its purpose.

In the early stages of mastering the language arts, children will experience empowerment as they learn to decode text on the page and communicate their own thoughts and ideas through talk and early writing. The quality of their experiences will directly influence their desire to consume and produce language as well as maintaining the resilience required to orchestrate the essential skills.

The skills and knowledge set out in the National Curriculum programmes of study are the basic entitlement for our children.

**Children** on their journey through our school will be:

- excited and inspired by books and reading;
- the school environment will fuel this excitement;
- teachers will model and support the love of language- for example promoting a fascination with words and the growth of new and challenging vocabulary;
- children will learn that language is empowering- giving them a voice and a means to explore their own identity;
- connections between talk, reading and writing will be explicit in teaching;
- children will learn that language as a means of communication has an impact on the reader and the listener that can by turns inspire, persuade and entertain;
- the mastery of basic skills including spelling, grammar and punctuation directly support the purpose of the writing and enable the author to fine-tune choices thereby achieving the greatest impact.

**Teachers** understand that books are pivotal to the successful teaching of all aspects of language.

- A good knowledge of children’s literature enables us to source and recommend books which will feed and support the growth of young readers;
- A regular commitment to reading aloud enables children to absorb the rhythms and patterns of language- essential to them as apprentice writers;
- Well-chosen books enable children to encounter new vocabulary and develop their comprehension beyond their fluency level;
- Regular and sustained opportunities to talk together about the books they read leads to children becoming more adept at making explicit meaning, clarifying unknown vocabulary and making inferences and deductions;
- A good range of classroom reading experiences will demonstrate that writing can be used for thinking, for communication and as a means of expression;
- The use of drama and role play deepens understanding of characters, events and themes;
- Effective teaching sequences build on reading, talk and meaningful contexts to provide opportunities for children to write for a range of purposes;

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- These sequences are rich in opportunities for teachers to model the use of language and to demonstrate explicitly the writing process;
- Publication and response from readers gives purpose and authenticity to the completed process.

We assess children's reading and writing and evaluate their progress termly. On an ongoing basis, the observable behaviours we would expect to see are as follows.

<b>Year One- what are we looking for?</b>	
Children seeing themselves as readers	Children choose to read and enjoy talking about the books and stories they encounter. They know what they like and are starting to show an interest in the things that others talk about. They make connections with their own experiences. They use role play to explore characters and try out new language. They get the hang of what's coming next.
Children seeing themselves as writers	children choose to write and use talk to rehearse, compose and reflect on their work and that of others. They develop the habit of reading their own writing to check for sense and meaning. Most of them get used to: <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about</li> <li>• Discussing what they have written with the teacher or other children</li> <li>• Reading their writing aloud clearly enough to be heard by others</li> </ul>

<b>Year two- what are we looking for?</b>	
Children seeing themselves as readers	Children continue to develop a love of reading through: <ul style="list-style-type: none"> <li>• Listening to and discussing books, poems and other works that are read to them and those that they can read for themselves</li> <li>• Taking turns and listening- this is developing into more of a shared dialogue about reading experiences</li> <li>• Continuing to extend their understanding of what they have read by participating in role-play and other drama techniques to help them to identify with and explore characters and to try out the language they have listened to.</li> </ul>
Children seeing themselves as writers	Children choose to write and are encouraged to develop personal approaches to planning. They have a clearer understanding of audience and see the purpose for proof reading and editing/improving their work. They write at greater length now and the written work begins to more closely reflect the rhythms and patterns of the core texts that they have read. They take pride in reading their work aloud and the intonation they use also reflects their feel for the form and purpose of the writing.

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<b>Lower Key Stage two- what are we looking for?</b>	
Children seeing themselves as readers	Children continue to develop their love of reading through hearing, sharing and discussing a broader and deeper range of high quality fiction and non-fiction books. They participate in discussions about fiction, poetry, plays, non-fiction and reference/text books. They can listen attentively to a longer and a wider range of texts. The breadth of shared reading experiences increases their resilience and willingness to experiment with personal reading choices. They read consciously for a range of different purposes and ask self-directed questions. They prepare readings for performance and show understanding through volume, tone, intonation and action.
Children seeing themselves as writers	In children's research, planning, drafting and editing there is evidence of an increased awareness of and reflection on how to enhance the effectiveness of writing. This includes: development and use of a preferred style of planning and greater fluency in choosing forms of writing to suit purpose. They comment on the effectiveness of their own and others' writing, suggesting improvements and acting on suggestions about their own writing. Increasingly effective proof reading for accuracy, meaning and impact and evidence of changes as a result They read their writing to others using appropriate intonation, tone and volume to convey meaning

<b>Upper Key Stage two- what are we looking for?</b>	
Children seeing themselves as readers	Children continue to develop a love of reading through hearing, sharing and discussing a broader and deeper range of high quality more complex fiction and non-fiction books. This includes: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and text books. In their discussions, building on their own and others' ideas and challenging views courteously Recommending to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience.
Children seeing themselves as writers	In the research, planning drafting and editing, children refine their ability to reflect on and make changes to enhance the effectiveness of their writing. When planning this includes noting and developing initial ideas and drawing on reading and research when necessary. Making choices to change and enhance meaning in terms of vocabulary, punctuation and grammar; Evaluating and editing by assessing the effectiveness of their own and others' writing. Proof reading to ensure accuracy of spelling and punctuation as well as the clarity of meaning and the effectiveness of their writing for audience and purpose.

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	Précising longer passages Performing their own compositions using appropriate on volume and movement so that meaning is clear
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The following documents clarify the way in which the National Curriculum programmes of study have been organised and sequenced in our school for each class.

[Green](#)

[Purple](#)

[Yellow](#)

[Orange](#)

[Blue](#)

[Red](#)

[Turquoise](#)