

English

At Fort Federation, we believe that literacy and communication are key life skills. We strive to give children the necessary tools to be able to communicate effectively and creatively through spoken and written language and to equip them with the skills to become lifelong learners. We encourage children to develop a love of reading by using quality texts and topics which inspire and excite young readers and writers.

The English Curriculum is delivered using the National Curriculum 2014 and the Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

READING

The opportunities, organisation and provision for the teaching and learning of reading are as follows:

- Shared reading
- Guided reading
- Independent reading
- Phonics

Teachers also take time to read class novels and model reading for pleasure. It is important that children enjoy reading and also have the opportunity to experience books from classic and modern classic authors such as Emma Carroll, Michael Morpurgo, Roald Dahl and Rudyard Kipling among others.

Reading/Phonics are mainly supported by the following published resources: Pearson's Phonic Bug Club, Oxford reading Tree, Phonics Bug, Jolly Phonics, Letters & Sounds and Rigby Navigator. Other schemes are utilised throughout the school to supplement these.

- A range of intervention programmes are used to ensure that all children's needs are catered for.
- Resources – A book banded reading scheme operates across the school which comprises of a range of different schemes. Children work their way through the Key Stage One and Two schemes and then become free readers.
- Links to parents – From Year 2, every child has a reading journal which logs books they have read and comments about their reading. Parents and teaching staff write in this book.
- Class books: Stories are read to the children on a daily basis throughout the school.
- Reading at home: Children are encouraged to read at home every day.

WRITING

Opportunities, organisation and provision for the teaching and learning of writing are as follows:

- Phonics and spelling: Four daily 20 minutes Phonic sessions in Key stage 1 and Reception.
- Emergent writing: In Reception and Key Stage 1 children are given regular opportunities to write freely within a particular genre and across the curriculum. This gives them the opportunity to become emergent writers.
- Shared Writing: Within each teaching sequences shared writing is a key part.
- Guided Writing/Independent Writing: Each teaching sequence ends with an opportunity for guided and independent writing. There are also frequent opportunities for independent writing throughout the other curriculum areas.

- Extended writing: Throughout the term there are opportunities for extended writing. On a termly basis samples of these extended writing outcomes are used for assessment purposes. Children are immersed in a plethora of stimuli in order to ensure they are truly inspired to write.
- Handwriting: The school has adopted a cursive handwriting script and this is taught and reinforced regularly in Key Stage 1. As children move through the school opportunities to practice handwriting continue and when the class teacher feels a child is able to join fluently they are encouraged to write in pen.
- Spelling: Children from Years 1 to 6 are given lists of spellings each week to learn at home, based from the No Nonsense Spelling scheme. Children are tested on these words weekly. These aim to reinforce understanding of spelling patterns and the age appropriate statutory words.

Work is marked and assessed in line with the marking and Assessment policies.

Work is assessed, at present, using age-related criteria. The findings of the assessment are used to inform planning to help the teaching and learning process. In line with the New National curriculum requirements and the raised expectations that this document requires teachers also assess termly whether a child is working at/below or above the level expected for their age.