

## **Elmfield Rudolf Steiner School Literacy Curriculum 2018-2019**

### **Sources**

This Literacy Curriculum Framework is based on the extensive indications given by Rudolf Steiner, the National Curriculum, the SWSF Embedded Curriculum, EYFS, Independent School Standards Regulation and curriculum resource materials developed by teachers in Steiner Schools internationally.

### **Purpose of study**

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.

Humanity has a rich history of oral language. The development of writing arose through art and then pictographs to make meaning, communicate and express ideas, feelings and intentions. The education of literacy skills from oral language to picture forms, then writing and reading is indicated by an historical overview as well as research. As literacy skills are a foundational aspect of communication and expression, the relationship of the individual pupil to language is central to their cognitive, socioemotional and spiritual development. Literacy skills enable pupils to become widely acquainted with the world of ideas, to hone their ability to undertake critical analysis and to be effective communicators in the many contexts of family, community and workplace in which they live. The Steiner educational approach pays particular attention to the significance of imagination as a key aspect of literacy which informs the clarity, accuracy and fluency of authentic communication as well as a growing capacity for creative problem solving and an enlivened sense of moral awareness.

### **Aims**

At Elmfield Rudolf Steiner School the Literacy curriculum aims to provide children with:

- The ability to listen attentively and show empathy and an appreciation of the beauty of the spoken word shown through discussion
- the ability to read with fluency and understanding;

- The capacity for enlivened, imaginative and flexible thinking which contributes to problem solving abilities and growth of moral awareness;
- the faculty for clear, truthful and inspired written expression and effective use of language; enjoyment, confidence and independence in use of English language in personal, community, business, leisure and vocational contexts;
- the ability to communicate effectively, with empathy, compassion, clarity, insight and strength;
- clear, expressive and resonant speech, a love of, enjoyment in and appreciation of literature written with beauty and meaning to enhance, clarify and deepen life experiences and connection to the world;
- the ability to form and express identity and deepen relationship through communication and artistic expression;
- a feeling for truth by working with accurate retelling of told/known stories;
- self-awareness and identity through clarity and faculty in expression, using the structural-formative elements of grammar appropriately.
- a strong imaginative capacity that develops flexible, resilient and enlivened thinking as well as strength in problem solving and deepening moral awareness.

## **Method**

During the early years the literacy begins with a rich oral language environment in the classroom provided through verse, song, rhymes, chants, games and daily I storytelling by the teacher. This follows the rich heritage from oral traditions of earlier times: story, myth and legend are filled with an allegorical quality of archetypal themes and richness of language.

In Kindergarten listening and opportunities for meaningful social communication is fostered through child-directed play and class-based activities are fostered. Participation in and presentation for regular festival celebrations begins at this time. Morning Circle rhythmic work each day immerses the children in nuances of sound, rhyme and rhythm. Teacher led dramatisation and puppet plays develop imaginative expression which culminates in a class presentation of a story tableau with song and speech in chorus.

In the year the children turn 6 they follow a discrete “Transition” programme, which builds upon the EYFS. The curriculum for the last year in the kindergarten is differentiated from that of the younger children. Children are not ‘made ready’ for school, but skills are embedded in order to facilitate a gentle transition to the formal learning stage that we believe should take place in the child’s 7<sup>th</sup> year.

The rich language used throughout the activities in our curriculum give plenty of opportunities to extend development of speaking and listening, and the balance of free creative play and teacher lead activities provide learning opportunities for children to develop their skills in mark making, sound discrimination and the development of letter recognition and interest in stories, poems and literature.

Teachers provide activities such as:

- Ring time and story time to develop rhymes, riddles, word and letter sounds.

- story and song repetition, memorising of poetry and prose, repetition of learned stories. This work helps to generate an understanding of abstract (moral) concepts such as courage, patience and kindness.
- Drawing, both adult directed and during free play allows the children to form some written words, letters and numbers, own name and others out of their own impulse. Children begin to ask how to spell words and are shown or encouraged to use any phonetic knowledge they are developing to 'have a go'. During free creative play children are able to make/draw/write lists, signs, flags, tickets, using emergent writing and mark making in own style using a variety of materials.
- Craft activities such as weaving, sewing, paper craft all help to develop appropriate fine motor skills and grips for writing with pencils and pens.
- Opportunities to share books with adults and friends, so children learn to know print carries meaning, with left to right orientation for European languages, retelling story from pictures. Children may identify letters/ words from the print. The range of activities is more fully described in the document: *The Older Child In The Steiner Waldorf Setting: The Embedded Curriculum and Indicative Outline Showing The Curricular Purpose Of Some Activities For Children Of 5 and 6 Years In A Steiner Waldorf Setting.*

In Class 1 to Class 3 story recall, written work in the Topics cover all Learning Areas and the development of Main Lesson Books (a daily record of learning over a whole topic with illustrations and written work) is added to the rich oral work. The teacher will use high quality texts which is at a level beyond the children's natural speaking, reading and writing level. Each year a play or tableau built from one of the literature themes is produced. Language skills and understandings are developed out of the writing down of the stories, verses and songs listened to as oral texts: the introduction of the written alphabet, then words, then sentences are introduced through the pupils' imaginations or visual literacy.

### **Letters and Sounds**

At Elmfield teachers use Letters and Sounds (DFES, 2007) Phases to teach and track children's development phonics. In Class 1 the children will build on their skills acquired in Transition. In Class 1 the children often begin on Phase 2 – The introduction of single vowels and consonants. The children learn better if the texts on which the lessons are based have some artistic, cultural or moral merit in themselves. An analytic approach is often used where children find the letter(s) to be introduced within poems, songs or stories, and usually connecting them to a picture relating to this content. Generally, the children will learn the letter as a picture and a "shape", with a name and a sound, but may also attach it to a story, song or poem. They will learn early on that some letters – particularly vowels - have more than one sound and will be able to identify which sound it is making in a given word but the rules as how this works come later. We begin by using upper case letters because we have found from long experience that, as they have more characteristic forms, they are less confusing and easier for the children to distinguish and remember. (Also, because historically the lower-case letters evolved from the Roman Capitals,

when the time comes to introduce lower case, one can show the children how this evolution took place, giving them a real understanding of the relationships between the two forms of the letters). As soon as the children have a few letters, they can begin writing words and sentences, learning to blend sounds for reading and segment words for spelling, but always using texts which have some intrinsic significance. The teacher needs the flexibility to decide what material will be significant to his/her class, he/she therefore creates the text and the children read their own and/or the teacher's writing. Because they have seen the writing being done, or done it themselves, they expect to be able to make sense of it and reading is assumed by the children to be a readily achievable skill.

## **Transition and Class 1 Outcomes:**

### **Transition Group**

#### **Speaking and Listening**

Pupils will be able to:

- Listen and respond appropriately to adults and to their peers
- Build vocabulary and use it appropriately
- 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, recitation, 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

#### **Reading**

Pupils will be able to:

- Share books and understand that European print goes from left to right and carries meaning.
- Identify and recognise their own and other's names from class lists.
- Recite rhymes and rhythms, within a class context.
- Retell stories to self and others
- Explore and identify matching sounds in names and everyday objects through nonsense rhymes, alliterative verse and play games such as 'I Spy' to develop sound discrimination.

## **Comprehension**

Pupils will be able to:

- Listen attentively to stories both told and read.
- Retell stories, using refrains and story language. \_

## **Writing:**

Pupils will be able to:

- Manipulate writing and drawing materials with confidence and correct grip
- Make signs, tickets and write in cards.
- Draw detailed and narrative pictures that increase in complexity as they progress.
- Form letter shapes.
- Write their name and may write other's names.
- Begin to write letter shapes and/or words, using their own developing phonetic knowledge or copied.
- Write clusters of letters and/or words using their own developing phonetic knowledge or copied.
- Understand that writing has a purpose to communicate a specific meaning.

## **Class 1 Outcomes**

### **Speaking and Listening**

Pupils will be able 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, recitation, 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

## Reading - word reading

Pupils will be able to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound and name to graphemes (letters or groups of letters) for all single sounds
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

## Reading - comprehension

Pupils will be able to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to a wide range of poems, stories at a level beyond that at which they can read independently
  - being encouraged to link what they hear to their own experiences
  - becoming very familiar with key stories, fairy stories and traditional tales, retelling them.
  - recognising and joining in with predictable phrases
  - learning to appreciate rhymes and poems, and to recite **many** by heart
- understand the books they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - discussing the significance of the events
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

Pupils will be able to:

- spell:
  - words containing the phonemes already taught
  - common exception words
- name the letters of the alphabet:
  - naming the letters of the alphabet in order
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

## **Handwriting**

Pupils will be able to:

sit correctly at a table, holding a pencil comfortably and correctly

- begin to form upper-case letters in the correct direction, starting and finishing in the right place
- form digits 0-9
- Write Roman Numerals

## **Writing - composition**

Pupils will be able to:

- write sentences by:
  - Reading the sentence out loud
  - Writing the sentence as a whole
  - Reading each word in order from left to right
  - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher

## **Writing - vocabulary, grammar and punctuation**

Pupils will be able to:

- develop their understanding of the concepts by:
  - leaving spaces between words (using stars if needed to support their work)
  - joining words and joining clauses using 'and'
  - beginning to punctuate sentences using a capital letter and a full stop
  - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

## **Assessment**

In Transition pupils are assessed through ongoing observations against the Transition objectives. Parents are invited to add to their child's profile when appropriate.

On entry to Class 1 the children take part in a Phonics Check which is carried out one-to-one with the teacher and assesses the children's phonic ability. Those who do not meet the standard are given extra support where needed. All children are re-assessed each term to show progress and to inform teachers of any difficulties. The results of this assessment are reported to parents in the annual report.

The children's progress is recorded each half term under the headings of: Exceeding, Secure Level, Developing Level, Emerging Level, Cause for Concern (See Assessment Policy for descriptors and details of assessments used)

## **Method – Classes 2 and 3**

### **Speaking and Listening**

In Classes 2 and 3, speaking and listening skills are built through a rich oral language environment. This is provided through daily recitation of verses, singing of seasonal, cultural or traditional songs and hymns, chanting of rhymes and alliterative tongue twisters in groups and as individuals, improvisation work and drama games and reading and storytelling by the teachers. Much of this content offers a rich vocabulary beyond their own natural use of language. This follows the longstanding oral traditions of both British culture and cultures across the world.

### **Reading - Word Reading and Comprehension**

In Class 2 the language and literacy is integrated into the Golden Legends and Saints, Fables and Folk Tales, and Native American Main Lessons. In Class 3 the language and Literacy is integrated into the Old Testament stories, Farming and Shelter Main Lessons. Word reading skills are practised through regular reading sessions using both a phonic and whole word approach. This takes the form of

whole class reading, small group reading, individual reading with adults and/or older pupils, and peer to peer reading. Children read from a graded reading scheme until they are ready to move onto chapter books. They also have the freedom to choose from a wide variety of literature available to them within our classroom libraries. Reading of class plays, poems, verses and songs already known through recitation encourage the children in Class 2 to read with confidence and enhance their word tracking skills, in particular. In Class 2 and 3 reading comprehension is introduced. The children both pose and answer questions about the content of the stories to each other, whether in individual reading sessions or as a class. High frequency words are taught through word games, word searches, mnemonics, dictation, the look - read - cover - write - check technique and through blackboard content relating to the main lesson.

#### Writing - Transcription - Spelling and Handwriting

New spelling patterns in Classes 2 and 3 are initially brought out of main lesson content, stories and poems. This is explored and deepened further by creating lists of word families, using them within their own creative writing and practising through spelling dictation. Printing and cursive handwriting is actively practised throughout Class 2 to build a strong foundation for writing in Class 2, 3 and beyond. Letter formation, size and orientation are developed through form drawing exercises on an enlarged scale. These can include running forms and mirror forms on both a vertical and horizontal axis. From there a step by step approach teaches the children to develop precise letter formation, neat handwriting and correct use of the three zones initially practised in handwriting books.

#### Writing - Composition, Vocabulary, Grammar and Punctuation

There is a steady progression of emergent writing skills in Classes 2 and 3. At the start of Class 2, writing is generated through whole class input and composition. Throughout Classes 2 and 3 children continue to write their own simple sentences, and are given support where needed, as well as the freedom for those to write independently at length, if able. Teachers use high quality descriptive writing to scaffold children's own work, put up example titles or sentences on the blackboard, generate word banks, discuss ideas for sentences with the class or individually as needed. Punctuation skills begin in Class 2 with the use of full stops and capital letters in sentence structure. Punctuation is pointed out when reading from the board, in whole class reading and when the children are reading out and reviewing their own work. In Class 3 the children develop their punctuation skills alongside learning about the four types of sentences. Typically, through the Old Testament Main Lesson, use of the command, exclamation, question and statement are drawn out of the stories. Alongside these, the accompanying punctuation for each sentence type is highlighted and recognised within texts and stories (full stop, exclamation mark and question mark). In Class 3 the children start to have a feeling for parts of speech (nouns, adjectives and verbs) brought as naming words, painting words and doing words. These are introduced through main lesson stories and then applied through practical games and exercises.

All main lessons include practical and artistic activities to enhance and deepen the themes and learning. Teachers provide activities such as:

- Craft activities such as weaving, sewing, origami and other paper based craft and cutting all help to improve and embed fine motor skills and hand eye coordination and thus support the development of neat handwriting and accurate letter formation.
- Form drawing exercises of both running forms and mirror forms on the vertical and horizontal axis to provide a foundation for cursive handwriting and for strong spatial orientation when writing on a blank page
- letter writing (such as cards for special occasions or writing to penpals)
- Producing a main lesson book to show their individualised learning.
- recalling previous content by asking for oral and other responses (such as through mime, freeze frames, improvisation, word searches, listening and reading comprehension worksheets, illustration).
- Show and Tell with Question and Answer sessions
- Group discussions and decision making on a variety of topics.
- Spelling practice and dictation
- Whole class, group, paired, individual reading and buddy reading (of familiar and unfamiliar texts)
- Collecting key words with the class to build a word bank for a piece of writing
- Differentiated tasks and extra adult support for specific children who may not yet be reaching the class outcomes and to provide challenge for others by setting open ended tasks or giving opportunities for extension work.
- Creative writing (e.g. devising new words, lines or verses to expand upon already known class songs)
- Introducing new spelling patterns through stories, poems or drawings
- Using story content and games to practice grammar and punctuation

## **Class 2 Outcomes:**

### **Speaking and Listening**

Pupils will be able 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, recitation, 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

### **Reading - word reading**

Pupils should be taught to:

- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- start to respond with the correct sound and name to graphemes (letters or groups of letters) for those already taught including, where applicable, alternative sounds for graphemes (see appendix)
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- continue to apply phonic knowledge and skills as the route to decode words
- Use other strategies to work out unfamiliar words when reading aloud
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

- Individually read aloud books closely matched to their developing phonic knowledge, sounding out unfamiliar words with increasing accuracy and without undue hesitation.
- re-read these books to build up their fluency and confidence in word reading.
- Read aloud in chorus plays, poetry and short stories already learnt by heart at times at a level beyond that which they can read independently.
- read with increasing accuracy words of two or more syllables that contain the same graphemes as above
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- can read out own writing

### **Reading comprehension**

Pupils should be taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - listening to and reciting by heart a wide range of contemporary and classic poetry at a level beyond that at which they can read independently
  - discussing the sequence of events in books and how items of information are related
  - further increase familiarity with and retelling of a wide range of literature: seasonal nature stories, traditional folk tales, fables and legends of saints and noble figures and considering their particular characteristics
  - recognising simple recurring literary language in stories and poetry and song
  - further discussing and clarifying the meanings of words, linking new meanings to known vocabulary or experiences
  - continuing to build up an extensive repertoire of poems learnt by heart, appreciating these and reciting all, with appropriate intonation, gestures and movement to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - making inferences on the basis of what is being said and done
  - answering and asking questions
  - predicting what might happen on the basis of what has been read or told so far

- participate in discussion about books, poems and other works that are read or told to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

## **Writing Transcription**

### **Spelling**

Pupils should be taught to spell:

- words containing the phonemes already taught
- further common exception words
- days of the week and months of the year
- their first and last name
- using letter names to distinguish between alternative spellings of the same sound
- apply simple spelling rules and guidance, as listed in the appendix
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words taught so far and using full stops and capital letters.

### **Writing - handwriting and presentation**

Pupils should be taught to:

- Use printed script for both upper and lower case letters
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another
- begin to use the diagonal and horizontal strokes that are needed to join letters
- have an understanding of spacing between words, correct letter formation and spacing between sentences is sufficient
- use spacing between words that reflects the size of the letters.

### **Writing - Composition**

Pupils should be taught to:

- write sentences:
- say out loud what they are going to write about
- compose a sentence orally before writing it
- sequence sentences to form short narratives
- read aloud their writing clearly enough to be heard by their peers and the teacher.
- make simple additions, revisions and corrections to their own writing by:
- discuss and evaluate their writing with the teacher

- re-reading what they have written to check that it makes sense and be able to notice simple spelling and punctuation errors and make corrections
- develop positive attitudes towards and stamina for writing by:
  - writing short narratives about personal experiences and those of others (real and fictional)
  - writing about real events such as class trips or events
  - writing simple creative composition
  - writing short messages in cards for different occasions

### **Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

- leave spaces between words
- join words and clauses using 'and'
- begin to punctuate sentences using a capital letter and a full stop
- use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

### **Class 3 Outcomes:**

#### **Speaking and Listening**

Pupils will be able 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, recitation, 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

## **Reading - word reading**

Pupils should be taught to:

- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately by blending sounds
- read accurately words of two or more syllables that contain the same graphemes as above
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- continue to apply phonic knowledge and skills as the route to decode more complex words in unfamiliar words containing GPCs that have been taught
- Spontaneously read aloud, independently and in chorus, unfamiliar plays, poetry and short excerpts
- read other words of more than one syllable that contain taught GPCs
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- respond speedily with the correct sound and name to graphemes (letter or groups of letters) for all phonemes, including, where applicable, alternative sounds for graphemes.

## **Reading comprehension**

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
  - discussing the sequence of events in books and how items of information are related
  - becoming familiar with a wider range of stories, such as PSHE related stories and stories from the old testament and be able to understand the characteristics of different characters in the story
  - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting all, with appropriate intonation to make the meaning clear
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
- participate in discussion about both books and stories that are read/told to them and those they can read for themselves, taking turns and listening to what others say

- explain and discuss their understanding of books, stories and poems both those that they listen to and those that they read for themselves.

## **Writing Transcription**

### **Spelling**

Pupils should be taught to:

- spell:
  - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
  - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling
  - learning to spell common exception words
  - learn to spell the four seasons
- apply spelling rules and guidance, as listed in the appendix
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.

### **Writing - handwriting and presentation**

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters
- 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 - Composition**

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
  - writing narratives about personal experiences and those of others (real and fictional)
  - writing synopses of stories told
  - writing their own recollection or favourite part of stories told
  - writing messages in cards for different occasions
- consider what they are going to write before beginning by:
  - discuss out loud with the class or with a partner what they are going to write about
  - writing down ideas and/or key words, including new vocabulary as a class
- make simple additions, revisions and corrections to their own writing by:
  - discussing the grammatical structure, punctuation and spelling of their writing with the teacher

- re-reading to check that their writing makes sense
- proof-reading to check for errors in spelling 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**

Pupils should be taught to

- beginning to punctuate sentences using a capital letter and a full stop, question mark, exclamation mark and commas
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learn how to use sentences with different forms: statement, question, exclamation, command
- familiarise with the quality of different parts of speech, e.g. naming words (nouns), doing words (verbs), painting words (adjectives)

### **Assessment**

In classes 2 and 3 pupils are observed against the class objectives and whether they are meeting the taught outcomes. This may be done by observing children's oral participation during lessons, marking and correcting their written work in both the practice and main lesson books and subsequent verbal feedback, informal tests and self-assessment. At the end of each half term the children's progress is recorded on a grid under the headings of: Exceeding, Secure Level, Developing Level, Emerging Level, Cause for Concern (See Assessment Policy for descriptors and details of assessments used). This both informs teachers and parents of any child's learning difficulties as well as the progress made. The Learning Support Department annually issue an end of year test for each child to complete to formally score and record a child's spelling and reading ability.

New children who enter the school take part in a screening check which assesses the child's ability in literacy skills. Those who do not meet the standard are given extra support individually or in small groups led by the learning support team.

## **Classes 4 and 5**

### **Method**

In Classes 4 and 5 literacy continues with a rich oral language environment in the classroom provided through verse, song, rhymes, chants, games (e.g. Grammar and Drama games), reading and storytelling by the teachers. This follows the rich heritage from oral traditions of earlier times: story, myth and legend are filled with an allegorical quality of archetypal themes and richness of language.

In Class 4 the language and literacy is integrated into the Local History and Geography, Norse Mythology, The Human Being and the Kingdoms of Nature Main Lessons.

In Class 5 the language and literacy is integrated into the History of Ancient Cultures, Botany, Geography and History of The British Isles Main Lessons. All main lessons include practical and artistic activities to enhance and deepen the themes and learning.

Evidence of learning is shown through practice and main lesson books as well as artistic expressions through drawing, paintings, modelling and performances (e.g. plays and festivals). Many tasks are open ended to allow children to work at their own pace, ability and to encourage independence and individual challenge.

In Class 4 and 5 pupils reach a stage of integrated language development where the areas of language, literature and literacy combine in a harmonious manner to express and communicate meaning, emotion and intention. In Class 5 pupils continue to work with texts and written work which has greater complexity. Their increasing confidence in general is expressed in particular in English in an ability to present ideas in the oral form of a more prepared speech, in consciously working with different types of sentences, and with the ability to express themselves over a wider range of text types. They read more sophisticated literature with more strategies of comprehension.

Teachers will provide activities such as:

- Producing a main lesson book to show their individualised learning.
- Recalling previous content by asking for oral and other responses (such as drawing story maps, timelines and illustration).
- Asking the pupils to prepare and deliver presentations to the class.
- Group discussions on a variety of topics.
- Group, paired and individual written and drama tasks.
- Spelling, punctuation and grammar tests
- Whole class, groups, paired and individual reading
- Using high quality descriptive writing to scaffold children's own work.
- Completion tasks.
- Differentiated tasks and extra adult support for specific children who may not yet be reaching the class outcomes and to provide challenge for others by setting open ended tasks or giving opportunities for extension work.

## **Class 4 & 5 Outcomes:**

**Speaking and Listening** Pupils will be able 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, recitation, 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

## **Reading - word reading**

Pupils should be taught to:

- Read confidently and independently
- Work out unfamiliar words

## **Reading comprehension**

- Maintain positive attitudes to reading
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and textbooks.
- Reading books that are structured in different ways and reading for a range of purposes.
- Increasing their familiarity with a wide range of book, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
- Make reasonable guess at meaning of unknown work from content.
- Recommending books that they have read to their peers, giving reasons for their choices.
- Learning a wider range of poetry by heart.

- Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to audience.
- Answering questions to improve their understanding.
- Draw inferences such as inferring characters feelings, thoughts and motives from their actions.
- Predict what might happen
- Summarising the main ideas from more than one paragraph.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
- Share and discuss their understanding of what they have read and heard, including through formal presentations, maintaining a focus on the topic.

## **Writing Transcription**

### **Spelling**

- Use a dictionary to find unknown words for meaning
- Use a dictionary to find unknown words for spelling
- Use the first three or four letters of a word to check spelling, meaning or both of these in the dictionary
- Use syllabification for spelling and to recognise 'key components'
- Use word history to help understand spelling
- Specifically apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- Distinguish between homophones and other words which are often confused.
- Make correct use of the most familiar pre and suffixes
- Use prefixes and suffixes and understand the guidance for adding them.

### **Writing - handwriting and presentation**

Pupils should be taught to:

- 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
  - choosing the writing implement (e.g. pencil or ink pen) that is best suited for a task.
- practise handwriting and be encouraged to increase the speed of it.

### **Writing - Composition**

Note and develop initial ideas, drawing on reading, listening and research where necessary.

Draft and write by: Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

In narratives describing setting, characters and atmosphere and integrating dialogue to convey character.  
Propose 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  
Distinguish between the language of speech and writing and choosing the appropriate register.  
Proof read for spelling and punctuation errors.  
Read out and share their own compositions, using appropriate intonation and volume so that the meaning is clear.  
Organising paragraphs around a theme.

### **Writing - vocabulary, grammar and punctuation**

Pupils should be taught to:

- Use commas to list items
- Use colons to introduce a list
- Use commas after fronted adverbials
- Use commas before conjunctions involving two independent clauses
- Indicate possession by using the possessive apostrophes
- Use and punctuate direct speech
- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, and question marks
- Learn how to use: sentences with different forms: statement, question, exclamation, command
- Know the use of simple and continuous verb forms in all tenses.
- Use the present, past and future tenses correctly and consistently including the progressive form
- To use co-ordination (using or, and, or but)
- Know major parts of speech (noun, verb, adjective, adverb, conjunction pronoun, article, preposition, etc)

### **Assessment**

In classes 4 and 5 pupils are assessed through ongoing observations against the class objectives.

New children who enter the school take part in a screening check which assesses the child's ability in literacy skills. Those who do not meet the standard are given extra support individually or in small groups led by the learning support team. During each term all children are assessed against the outcomes to show progress and to inform teachers and parents of any difficulties. This may be done by observing children during lessons (see lesson evaluation forms), informal tests, book-looks (see marking policy), peer or self-assessment, or end of main lesson block/unit written evaluations carried out by teachers.

The children's progress is recorded each half term under the headings of: Exceeding, Secure Level, Developing Level, Emerging Level, Cause for Concern (See Assessment Policy for descriptors and details of assessments used).

## **Middle School Class 6 – 8**

### **Method**

In classes 6 to 8, English continues to be developed through the content of the main lesson, as in the lower classes. In addition, there are English subject lessons that focus on developing specific skills. These are then woven and incorporated into the manner in which the students respond to the subject content of the main lessons.

These methods include:

- Recitation and listening
- Annual class play
- Drama, small plays, freeze-framing
- Debates and discussions
- Working as individuals, in pairs, small groups, large groups or as a whole class. Working in groups with designated roles. Feeding back etc.
- Examining differences between texts of different genres and from different time periods
- Comparing and contrasting
- Unpicking attitudes ideas and feelings from texts
- Exploring adverts, devices and media
- Debating viewpoints based on a text/texts given
- Focusing on form and structure and its effect
- Exploring and analysing texts before the pupils write their own versions
- Exploring and developing note-taking skills
- Writing in different styles and genres, fiction and non-fiction
- Writing from different viewpoints
- Writing to convey different moods
- Writing with a focus on form and structure
- Using devices from their reading and listening to enhance the impact of writing

Literacy in these classes aims to also extend and apply all skills taught during the earlier classes. This is applicable through to Class 8, which also incorporates preparation for GCSE English Language, as it is not until Class 8 that pupils are introduced to explicit critical analysis.

## **Class 6 Outcomes**

### **Speaking and Listening**

Pupils should be able to:

- Be able to recite a poem alone
- To give a verbal or written summary of the main content.
- Make a short oral presentation on a given theme from brief notes
- Show a sense of style, for example, in retelling an event from different points of view, or according to contrasting moods. Spoken and written
- 

### **Reading**

Pupils should be able to:

- Develop an appreciation and love of reading, and read increasingly challenging material independently through:
  - ◆ Reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors.
- To be able to make use of reference material for study topics.
- To choose and read books independently for challenge, interest and enjoyment.

### **Writing**

Pupils should be able to:

- Demonstrate the practise of correct spelling, punctuation and grammar
- Use active and passive voice and pay attention to the grammar of these
- Write a formal business letter or enquiry for information
- Show a sense of style, for example, in retelling an event from different points of view, or according to contrasting moods. Spoken and written
- Use precise note-taking skills during recall, leading to notes from spoken exposition
- identify subject object and predicate
- Use apostrophe for contraction and possession
- Use active and passive voice and pay attention to the grammar of these
- Understand the main parts of a sentence: subject, object, indirect object and adverbial phrase
- Understand different meanings of modal verbs: can, may, should, ought, would
- Plan, draft, edit and proof read through their work with a view to making improvements as well as checking for accuracy.

## **Class 7 Outcomes**

### **Speaking and Listening**

Pupils should be able to:

- to be able to give a short presentation on a prepared topic, only using notes as a prompt.
- Show a sense of metre in verse and be able to imitate simple poetic styles e.g. ballads

### **Reading**

Pupils should be able to:

- Give a written summary of a book, highlighting main characters or events in the narrative
- To be able to make use of reference material for study topics.

### **Writing**

Pupils should be able to:

- Use of reported speech
- Use of conditional forms and if clause
- Be familiar with use and meaning with the following figures of speech: simile, metaphor, image, analogy, proverb, aphorism, and euphemism
- Write in different styles as appropriate, for example, narrative, descriptive, lyrical/atmospheric, informative, scientific explanations (i.e. describe the appearance of ... explain how it works, tell the story of ...) including the application of their growing knowledge of vocabulary, grammar and structure.
- Use simile, metaphor, hyperbole in connection with the style of the piece
- Write an essay on a theme, discussion in lesson, summarising the main points or highlighting a chosen aspect
- Use all punctuation including semi-colon and 'irregular' punctuation such as the dash.

## **Class 8 Outcomes**

### **Speaking and Listening**

Pupils should be able to:

- Show a sense of metre in verse and be able to imitate simple poetic styles e.g. ballads and include aesthetics of this
- To be able to perform in a full-length play
- To be able to debate a chosen theme

## **Reading**

Pupils should be able to:

- Understand increasingly challenging texts through:
  - ◆ Making inferences and referring to evidence in the text
  - ◆ Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension
  - ◆ Checking their understanding to make sure that what they have read makes sense.
- Read critically though:
  - Knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning.
  - Recognising a range of poetic conventions and understanding how these have been used.
  - Studying setting, plot and characterisation, and the effects of these.

## **Writing**

Pupils should be able to:

- Use an etymological dictionary and a thesaurus
- Punctuate, and use appropriately, subordinate clauses, relative clauses, clauses of comparison and concession, nouns in apposition
- Be able to write and create non-fiction texts regarding devices
- Be able to take notes during a spoken exposition

## **Assessment**

In classes 6-8, during main lesson, formative assessment is used to assess reading, writing and the development of grammar based on criteria set for each task. For example:

- Identification tests – identifying structure such as rhyming schemes, writing techniques such as metaphors etc
- Writing or speaking tasks given to assess the understanding of new concepts
- Speaking and listening skills are assessed informally, rather than formally.
- In English lessons in Class 8 formative assessment is used to assess reading, writing and the development of grammar based on criteria set for each task and summative assessment units from the AQA KS3 are used.

In addition, there is:

- Self-assessment, written and spoken
- Peer assessment, written and spoken
- Teacher assessment, written and spoken.

## **Upper School**

In the upper school, pupils are working towards GCSE English Language (AQA Syllabus 8700) with examinations at the end of Class 10. There is a chance to re-sit this examination in Class 11.

Class 11 pupils may also choose to study and sit iGCSE English Literature (Cambridge Syllabus 0486).

## **Cross Curricular links**

The use and practise of all aspects of English plays a full and active part in all other subjects.