

Beaufort Primary School

English Policy - New National Curriculum 2014

The government introduced the new statutory National Curriculum in September 2014, however, the current Year 2 and Year 6 classes must follow the previous curriculum for this academic year. In September 2015, all year groups will follow the new National Curriculum 2014.

Department for Education

The aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop a love of literature through widespread reading for enjoyment.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and frequently, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- use discussion in order to learn, elaborate and explain clearly their understanding and ideas, participate in debate.

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing. At Beaufort, teachers ensure pupils continually develop their confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of texts and to prepare their ideas before they write. They must have a clear understanding of their own ideas; teachers should ensure that pupils take part in discussion to question and probe to develop their ideas further. Pupils should be taught the conventions of debate and take part in discussions to use these.

Reading

The programmes of study for reading at Key Stages 1 and 2 consist of two areas:

Word reading

Comprehension (listening and reading)

It is essential that teaching focuses on developing pupils' competence in both areas.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is taught from entry into Foundation Stage at Beaufort, and continued until children have completed Phase 6 of Letters and Sounds. Where necessary children continue to work on phonics to support their reading and writing into Key Stage 2.

Good comprehension draws from linguistic knowledge (in particular vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction texts. All pupils at Beaufort are encouraged to read widely across fiction and non-fiction to develop their knowledge of themselves and the world we live in, to establish a love of reading and to gain knowledge across the whole curriculum. Reading widely and often increased pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. At Beaufort we believe that reading feeds pupils' imagination and opens up a treasure box for curious, young minds.

Writing

The programmes of study for writing at Key Stages 1 and 2 also consist of two areas:

Transcription (spelling and handwriting)

Composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' abilities in these two areas. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for Composition.

Writing down ideas fluently depends on effective transcription, this includes; spelling quickly and accurately through knowing the relationship between sounds and letters (phonics), understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent and legible handwriting.

Spelling, vocabulary, grammar and punctuation

Pupils should be taught to produce carefully formed speaking and writing using Standard English. They should be taught to use the elements of spelling, grammar and punctuation as listed in the two statutory appendices (Spelling, Grammar and punctuation) within the new National Curriculum for English.

Throughout the English programmes of study, teachers at Beaufort encourage the development of pupils' vocabulary to enable them to improve their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and these are integrated into teaching at Beaufort.