






Subject Overview

English					
<p>Vision for English</p> <p>For pupils to read, for information and enjoyment, a variety of different texts fluently and with good understanding. For them to write clearly and effectively for different purposes, and to present theirs and others writing confidently.</p>		<p>Key Concepts</p> <p>Spoken Language Comprehension Vocabulary Phonics Writing Grammar Reading Transcription Punctuation</p>		<p>Content and Sequencing</p> <p>Learning is sequenced so that knowledge is built upon each year e.g. In Early Years children attempt to write short sentences in meaningful contexts; Year 1 children write a simple sentence with straight forward subject/verb agreement; Year 3 children extend the range of complex sentences with more than one clause by using a wider range of conjunctions; Year 6 children use the passive to affect the presentation of information in a sentence.</p>	
Curriculum Drivers					
Aspirational	Outward Looking	Conceptual	Experience Led	Language Rich	Enquiry Based
English teaching and learning enables children to understand that great authors have influenced our world today and are continuing to influence our future. We teach them use the tools of the author to shape their own writing.	English teaching and learning builds pupil's knowledge of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.	Our children are able to learn new information and ideas and incorporate these into their existing knowledge. Children link new ideas and information to prior knowledge and apply these in specific circumstances. Children are gradually able to generalise upon this knowledge and transfer it to new contexts.	True writers make discoveries through experience. English teaching and learning is practical and uses the environment to make learning memorable. Children make links to their own experiences to make sense of new knowledge.	The quality and variety of language heard and spoken are key factors in developing technical vocabulary and articulating English concepts clearly and precisely. This language assists children making their thinking clear, both to themselves and others.	English teaching and learning begins with asking questions. Throughout a unit of learning, children are encouraged to question phenomena with a sense of excitement and curiosity.
Links with the Curriculum 		Progressive 		Inclusive 	
<p>Opportunities to apply their English skills throughout the curriculum:</p> <ul style="list-style-type: none"> ➤ Children will complete independent 'drop in' tasks to apply a form they have learned previously in discrete English learning. 		<p>We promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment:</p> <ul style="list-style-type: none"> ➤ read easily, fluently and with good understanding ➤ develop the habit of reading widely and often ➤ 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 in and for a range of contexts, purposes and audiences ➤ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas 		<ul style="list-style-type: none"> ➤ Task varied to support children to access the task. ➤ Learning is challenging. ➤ Children's starting point are identified using assessment tools and teaching builds on prior knowledge. ➤ The curriculum is practical to engage all. ➤ The outside environment and other resources are used to aid understanding. 	

	<p>➤ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</p>	
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