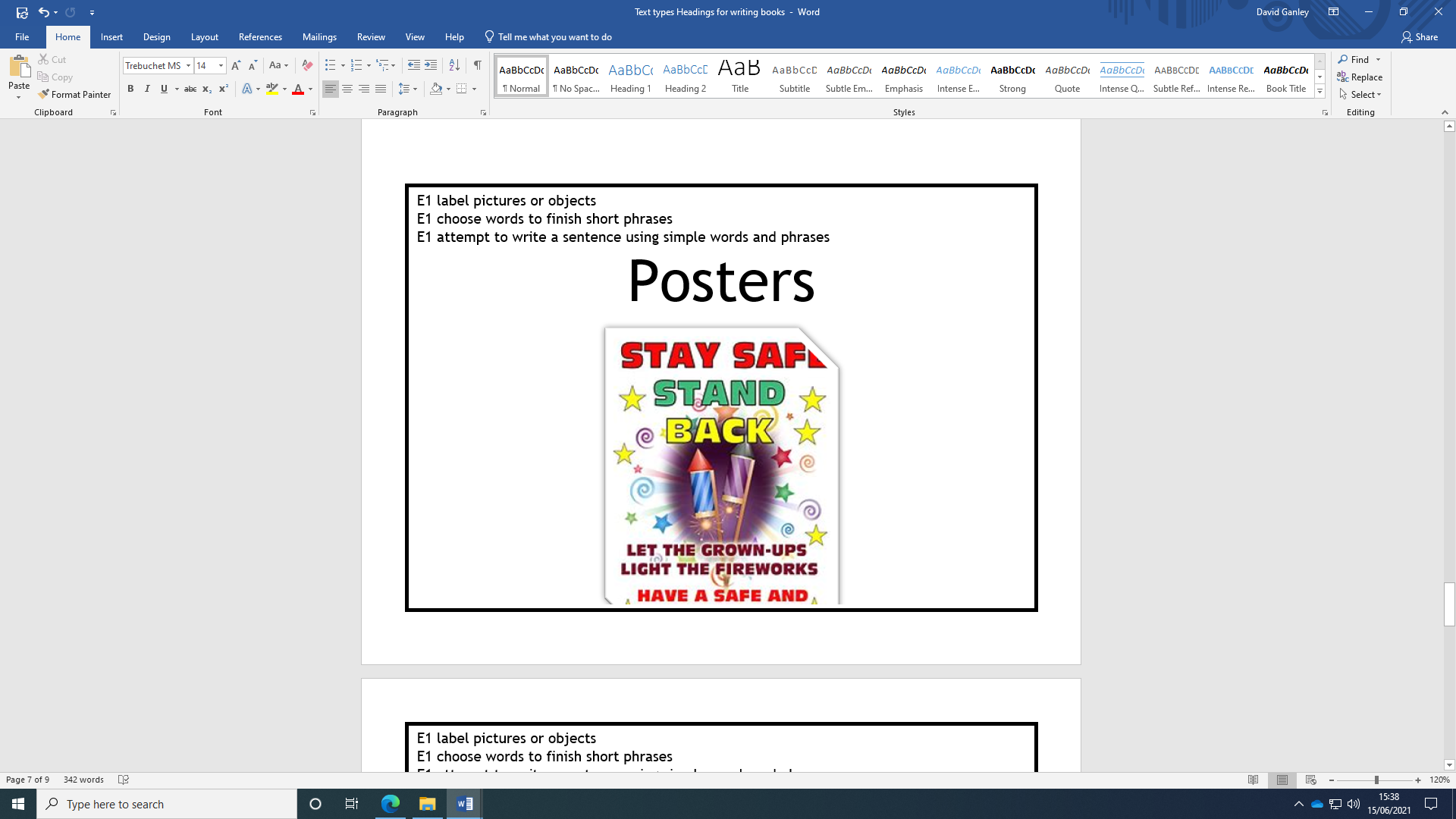
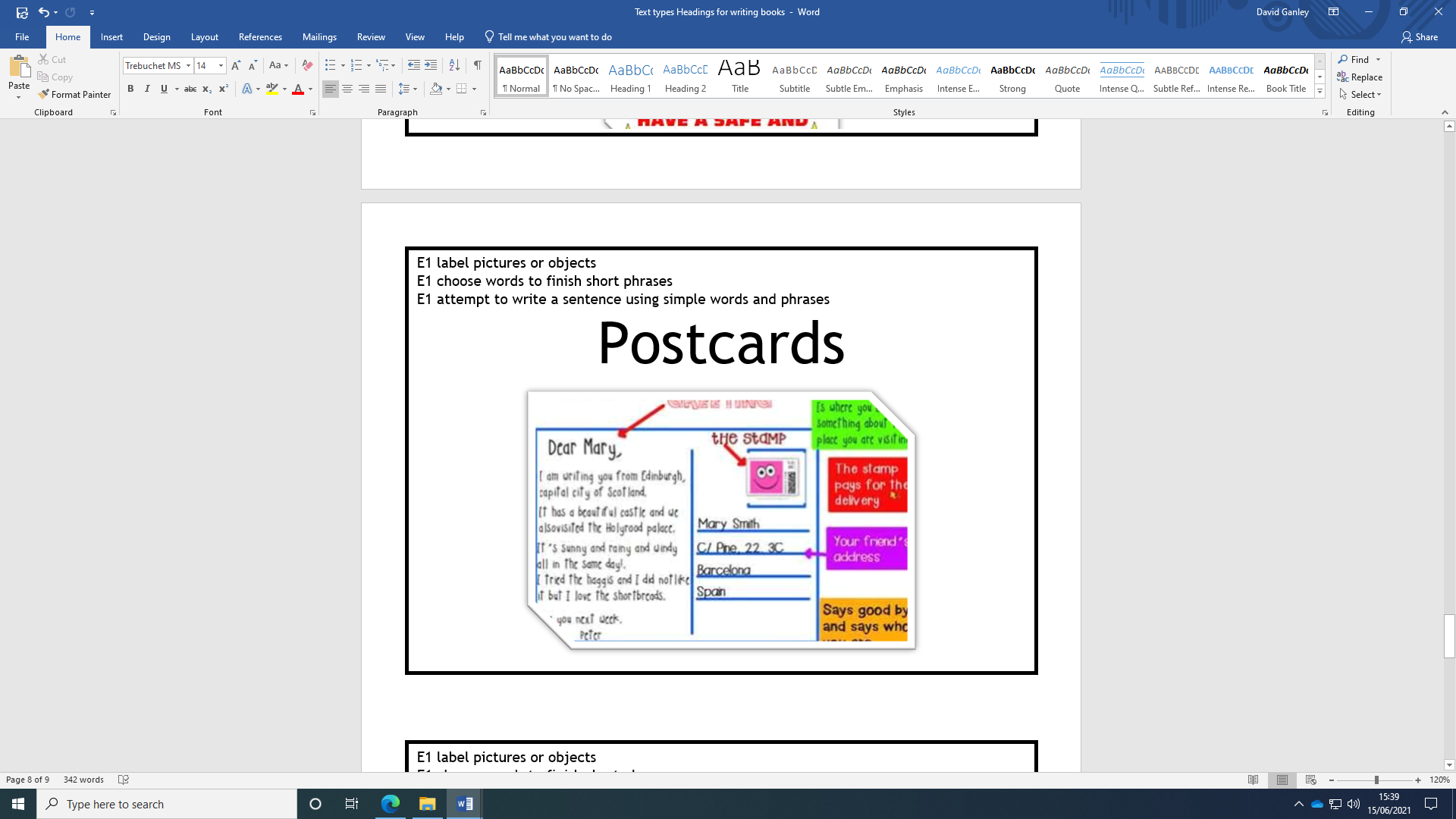
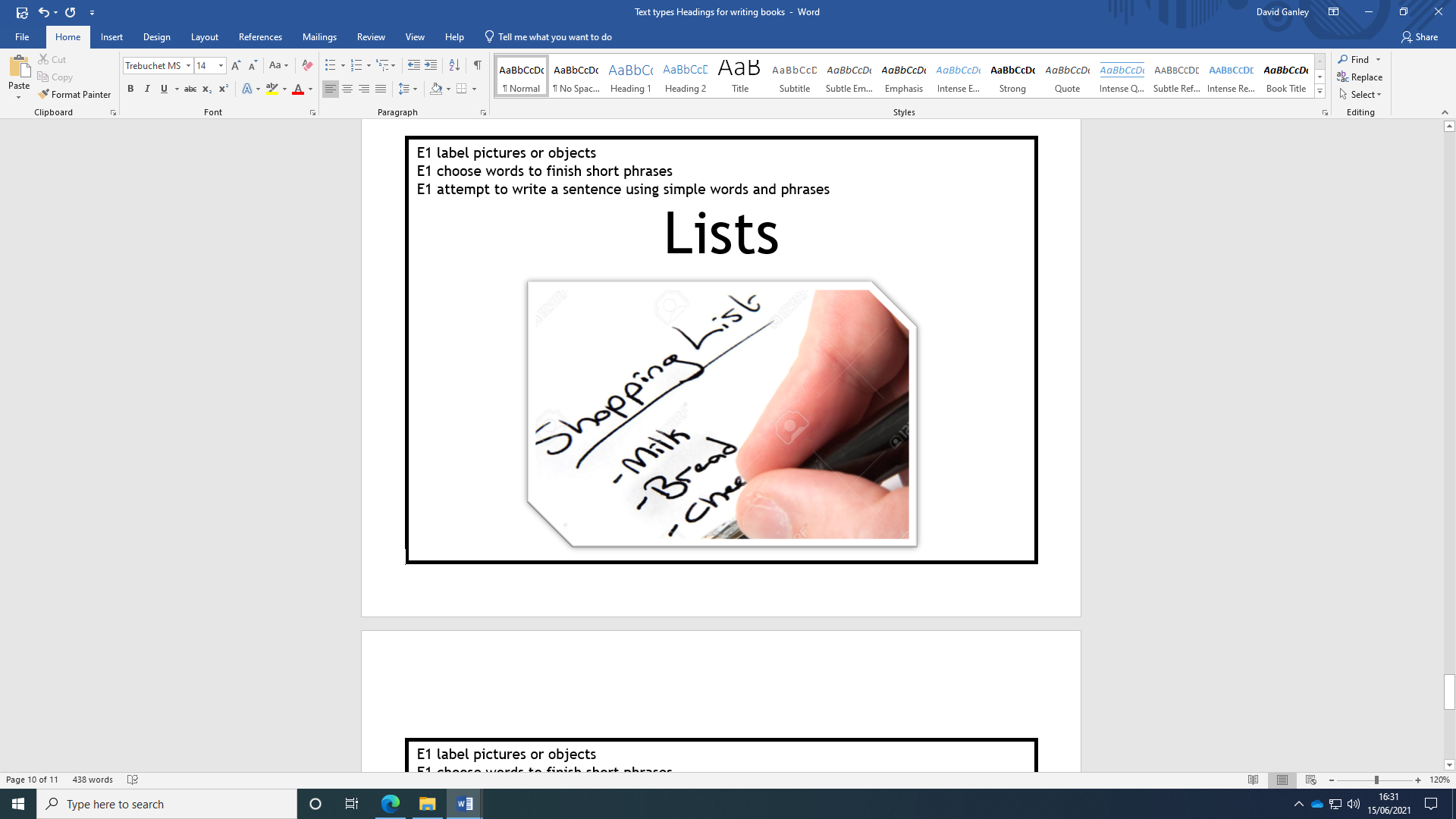
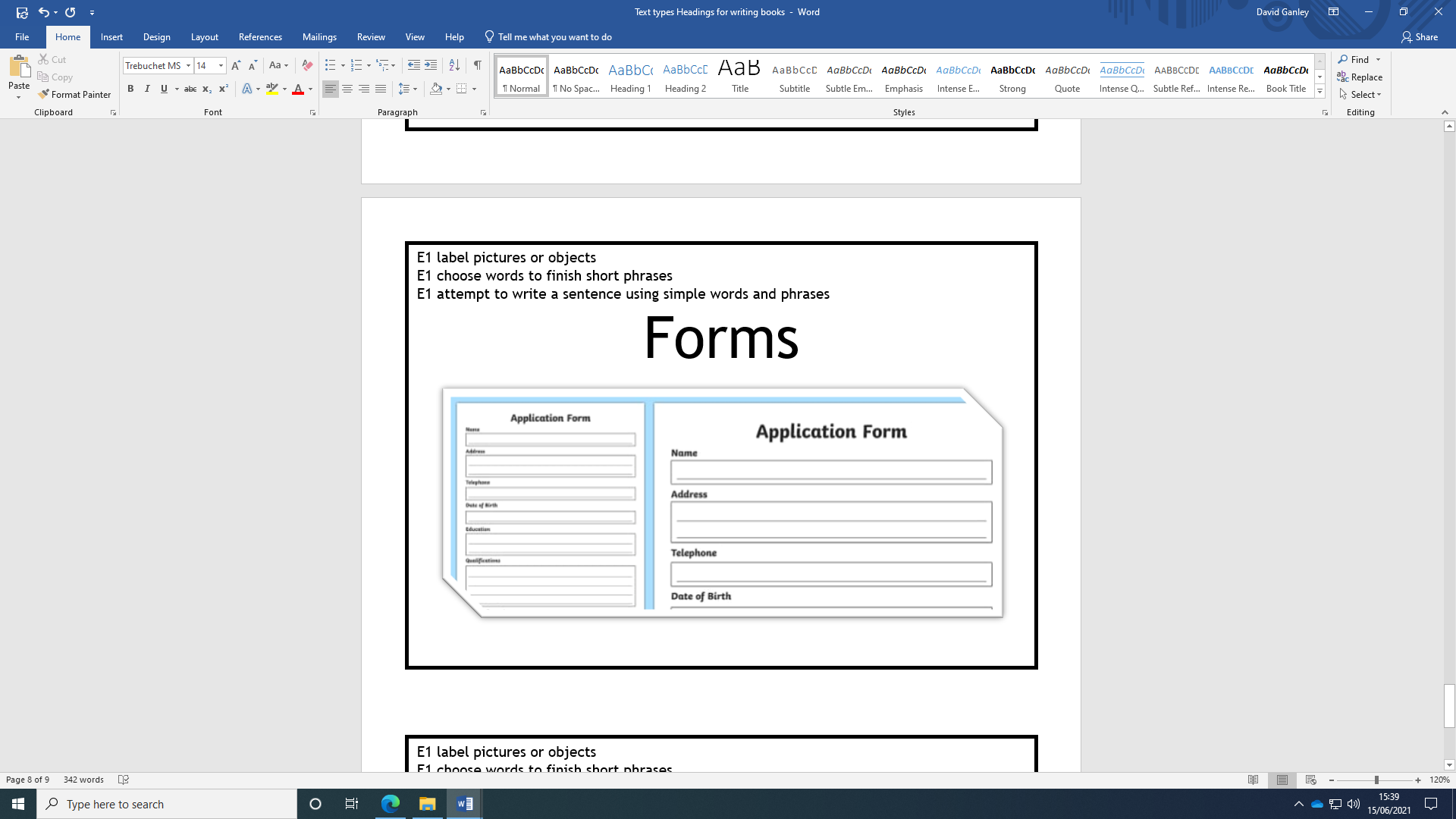
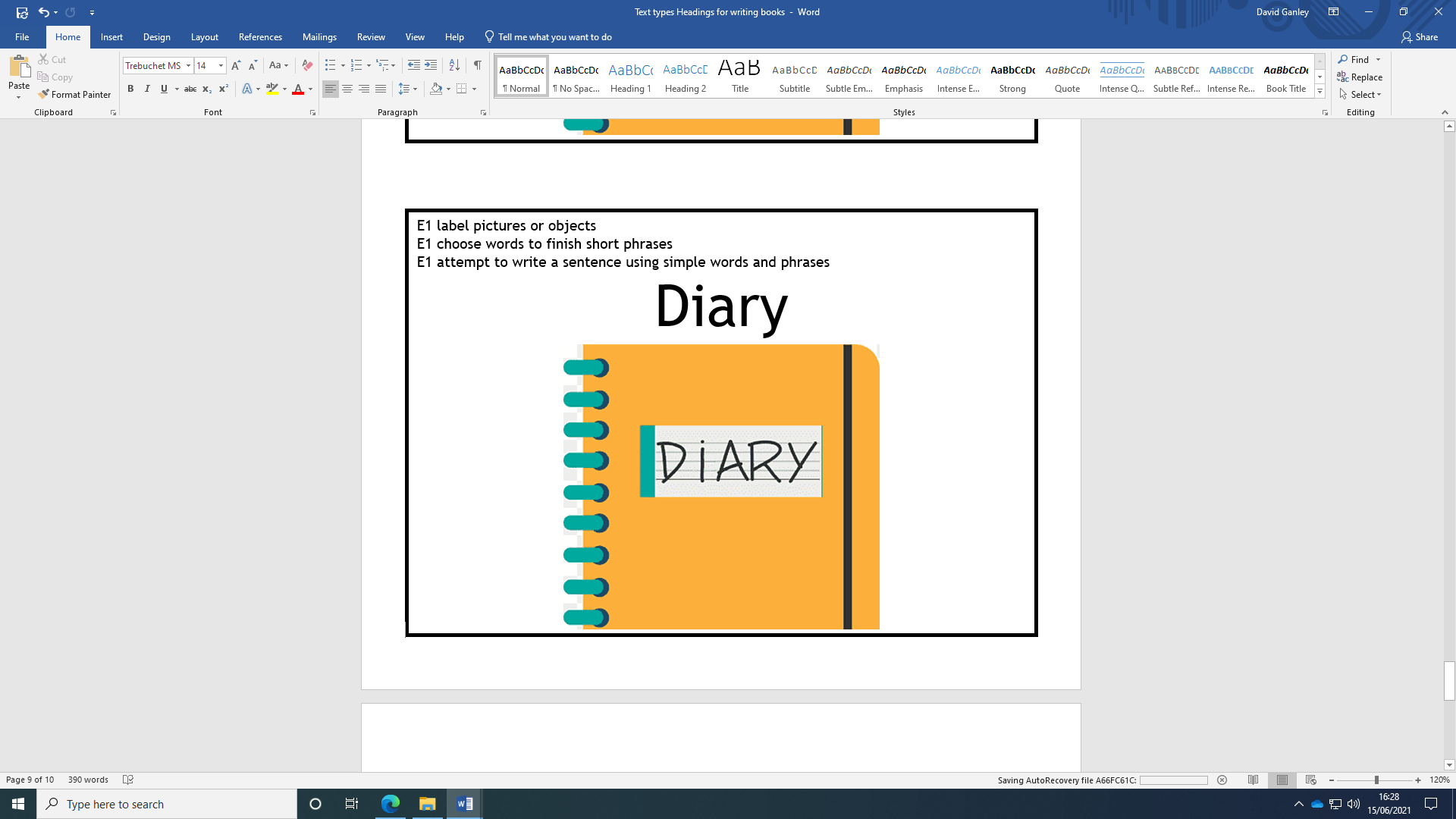
**English Overview**

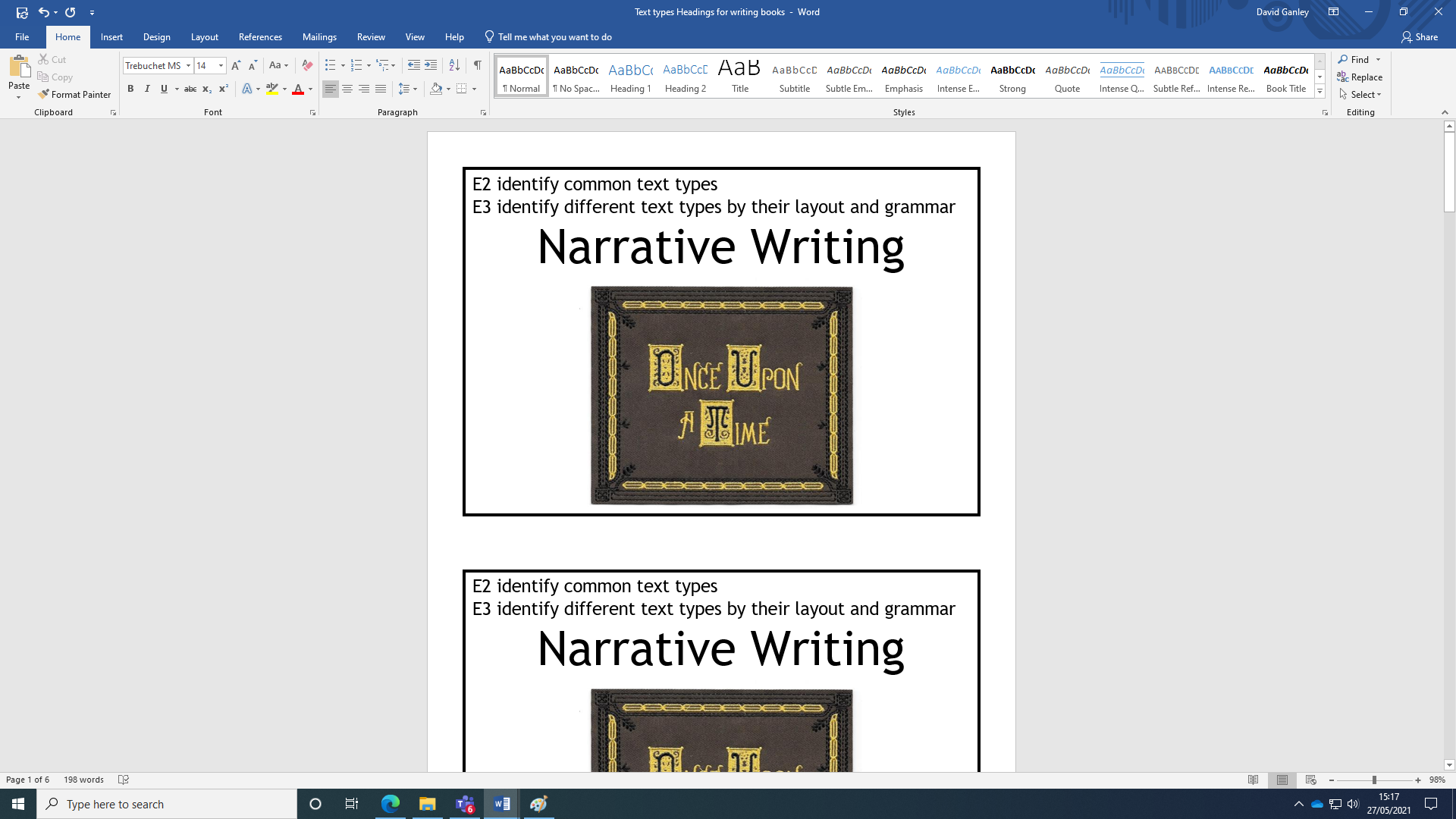
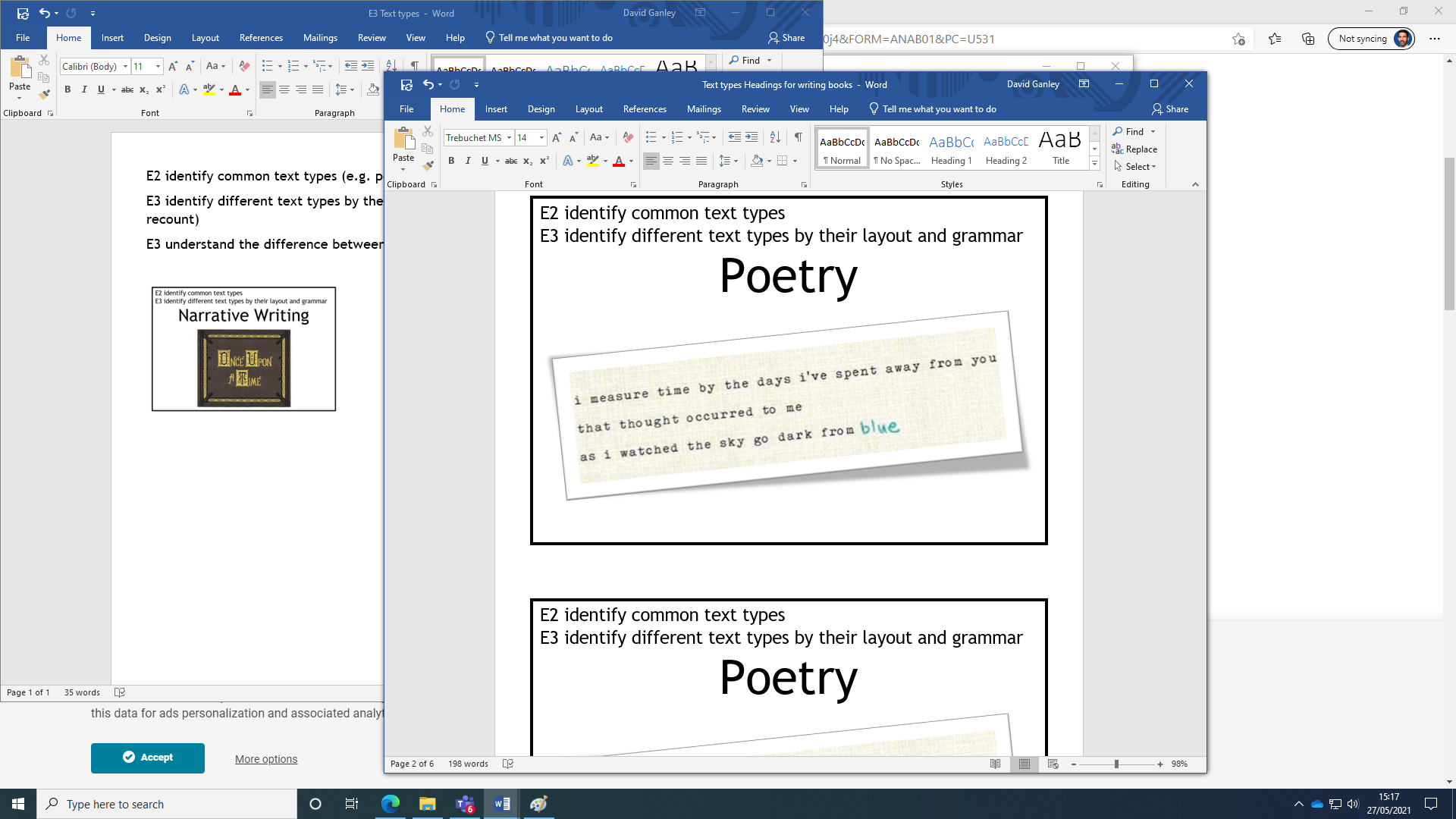
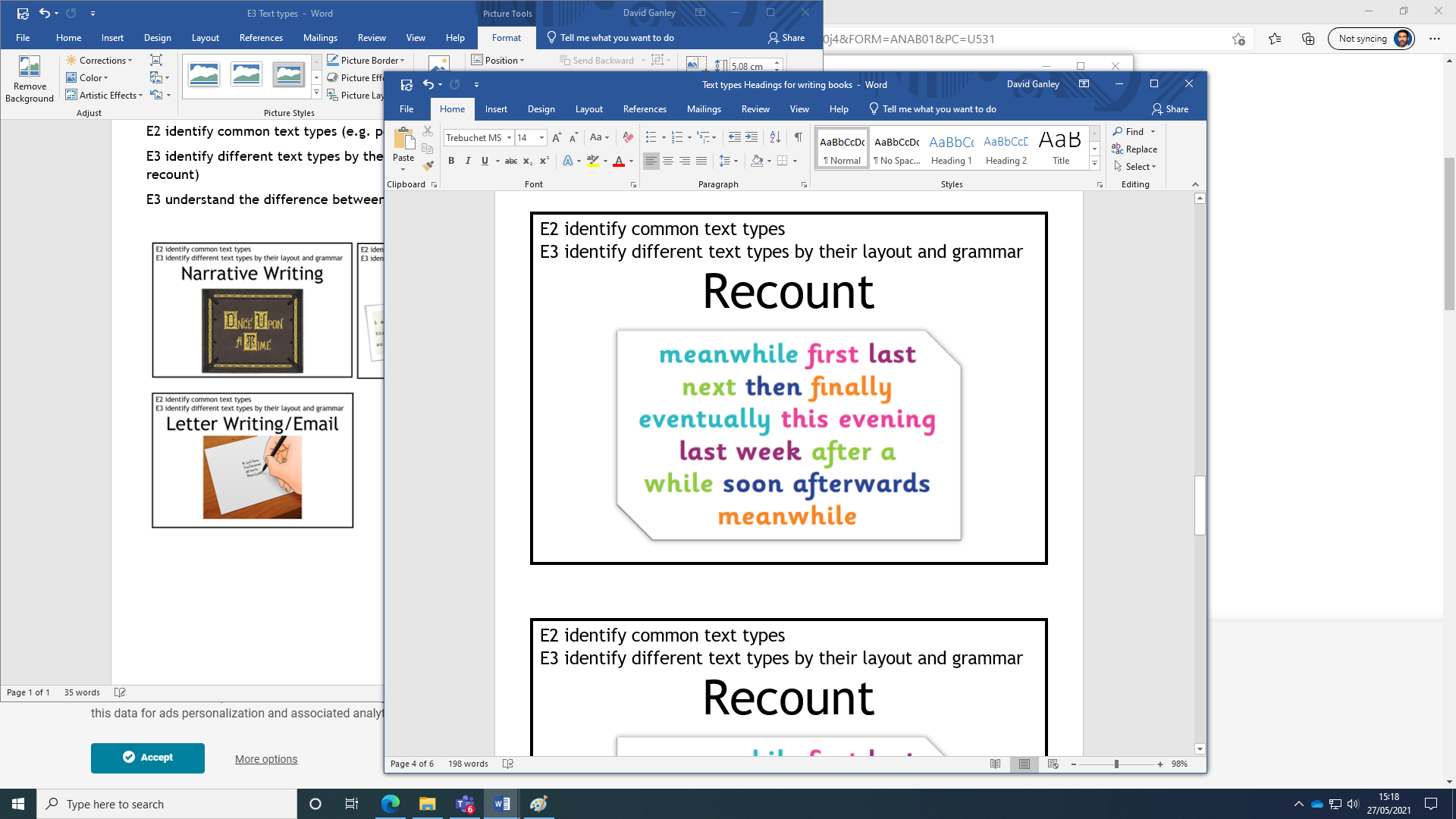
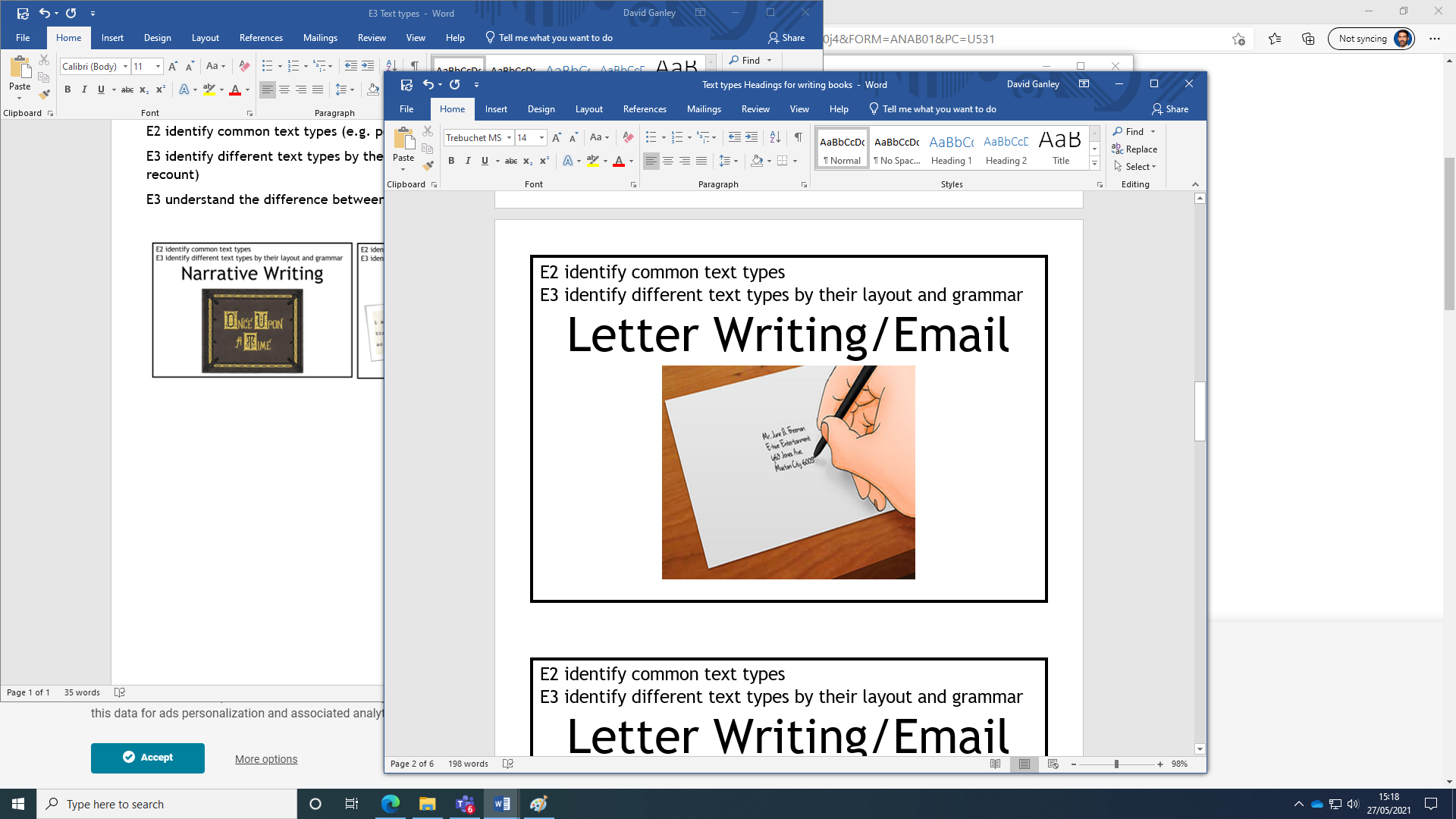
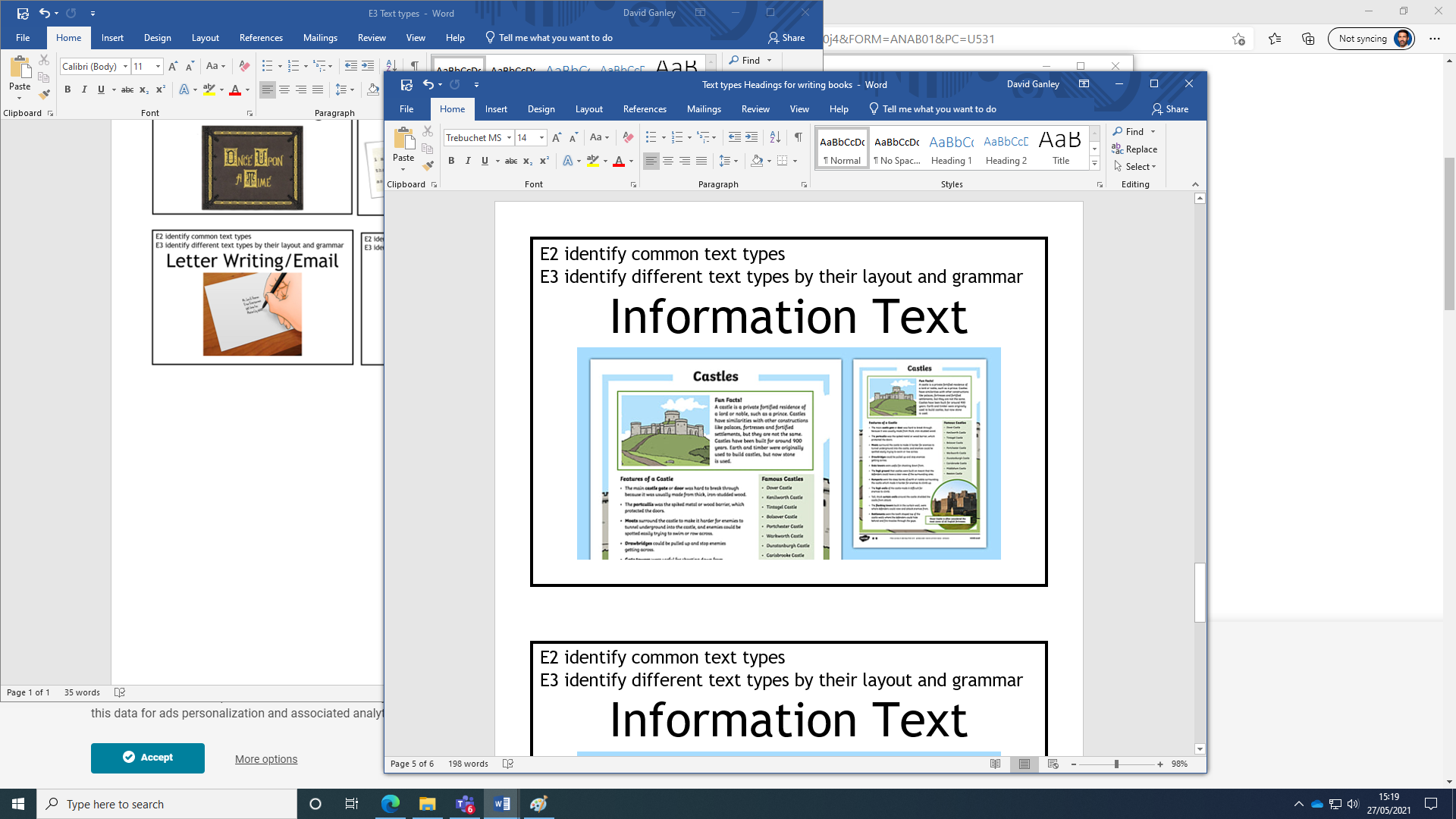
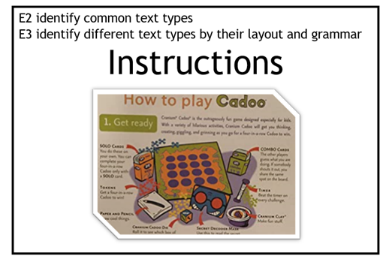
Kingswode Hoe has a wide range of ability throughout the school, from children working at early sensory levels, through to those able to read age-appropriate literature. In good literacy teaching 'the pitch and pace of the work is sensitive to the rate at which children learn'. Kingswode Hoe places an emphasis on speaking and listening reflected by the assertion that 'the strong interdependence between speaking, listening, reading and writing should underpin planning and provision for learning' (DfES 2006b: 19).

Kingswode Hoe understands that all pupils are unique and different teaching approaches will work for different pupils depending on their need. However, we also recognise the importance of consistency as pupils move up through the school so teaching of English is a whole school approach with best practice shared amongst staff.

English at Primary follows a topic-based approach with reading based around the Read Write Inc synthetic phonics scheme supplemented with high quality reading for pleasure books.

In years 7, 8 and 9 English is built around Text Type units that repeat each year based on themes relating to the school’s six outcomes.

The texts types teach our pupils to write creatively and imaginatively, writing to give opinions, persuade and inform.

Each text type unit follows the progression below.

|  |  |  |
| --- | --- | --- |
| **Phase 1** (≈2 weeks) | **Phase 2** (≈2 weeks) | **Phase 3** (≈2 weeks) |
| **Communication (Mixed ability)**  **Vocabulary (differentiated)**  Immerse and engage phase, primarily receptive - give all pupils stimuli (images/film/words) on which to draw upon. Productive phase - discuss ideas and themes and give pupils personal connection to subject. The emphasis is on shared communication and the transfer of language and ideas. | **Reading (differentiated groups)**  **GPS (differentiated groups)**  Explore and deepen understanding through reading. Use various viewpoints (poems, non-fiction, fiction). Discuss language and ideas and promote comprehension. Challenge pupils to think. Use of shared texts (class book or theme around a book) when differentiating. Bring reading to life through drama or art. | **Text type structure**  **Writing (differentiated outcome)**  Talk for writing can be used to give internal language structures to less confident writers. Text type and structure identified. Pupils incorporate GPS and writing targets into structure. Draft, proof and rewrite. Read aloud and display finished work. |

**Reading**

At Kingswode Hoe we believe that reading:

* Increases our vocabulary and allows us to communicate with others in ever more meaningful ways.
* Develops the mind and helps us develop our listening and language skills.
* Increases our understanding of the wider world and develops our imagination.
* Is fundamental in developing a good self-image and self-esteem.
* Is fundamental to functioning in today's society.
* Is a vital skill in finding employment.

Reading is an integral part of what we do at Kingswode Hoe and each child will be nurtured and challenged to reach their full potential as they move through the school. We recognise that some of our children need an inclusive and at times bespoke literacy programme while others will follow a more ‘traditional’ route as laid out in our reading scale which moves from dependence towards independence. Functional reading **(Reading for Purpose)** is considered especially important as pupils move through the school enabling them to live as independently as possible (one of the schools six outcomes). Kingswode Hoe also places an importance on fostering a love of reading and an affinity towards books **(Reading for Pleasure)** and has developed a variety of opportunities for all our pupils to spend time reading and listening to a range of high-quality books. When **Learning to Read**, the majority of pupils at Kingswode Hoe use a synthetic phonics scheme to help decoding and precision teaching to increase reading fluency. However, additional strategies need to be used for pupils who have physical difficulties or are pre- or non-verbal.

Reading takes the following forms:

* 1:1 reading
* Paired reading
* Guided group reading
* Whole class reading
* Independent reading

**English - Yearly Overview**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | Class books: Stig of the Dump & the Turbulent Term of Tyke Tyler | | | | | |
| Information  **About our School** | Poetry  **Remembrance** | Letter Writing/Emails  **Complaints** | Instructions  **Toys** | Narrative  **The Thing in The Woods** | Recount  **The Thing in The Woods** |
| **Year 8** | Class Books: The Witches & A Street Cat named Bob | | | | | |
| Information  **The Stone Age** | Poetry  **Rhyme it!** | Letter Writing/  E mails  **A letter Home** | Instructions  **Recycling** | Narrative  **Time Travel** | Recount  **Time Travel** |
| **Year 9** | Class Books: Friend or Foe & Of Mice & men | | | | | |
| Information  **Keeping Healthy** | Poetry  **Icarus** | Letter Writing/Emails  **Homeless** | Instructions  **Pets** | Narrative  **It came from Outer Space** | Recount  **It came from Outer Space** |
| **Year 10 & 11** | Class Books: Holes, The Curious Incident of The Dog in the Night-time, Blood Brothers & Skellig | | | | | |
| NCFE Entry Level Reading | | | | | |
| WJEC English Entry Level | | | | | |
| AQA English Functional Skills Level 1 | | | | | |

Objectives

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** |
| Communication | Listening | * + - **respond to my name**     - greet people and respond to greetings     - listen to another person talking     - give appropriate eye contact     - follow a straightforward sequence of points or events     - listen to stories with increasing attention and recall | * + - **understand and respond to statements, questions and instructions**     - listen to and understand short passages and answer questions about it     - understand and ask “how” and “why” questions | * express a point of view during conversation * accurately use and interpret gestures, facial expressions in conversation respond to questions using extended sentences | * prepare for and contribute to formal discussion of ideas and opinions * make relevant and significant contributions to discussions, taking a range of roles and helping to move discussion forward |
| Speaking | * + - **organise and express my ideas in a way that is meaningful to others**     - repeat words or short phrases     - use simple sentences when I talk | * + - have a short conversation, taking turns, without interrupting     - talk about familiar topics, choosing appropriate vocabulary     - speak with appropriate speed, pitch and volume     - talk about stories and events | * **initiate a conversation appropriately** * **pronounce words correctly and speak with increasing fluency** * **appreciate the impact of my words on others** * **adapt my language to different purposes and to the needs of different listeners** * maintain a topic or conversation | * present information and ideas clearly and persuasively to others * improvise, rehearse and perform play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, mood, volume, silence, stillness and action to add impact |
|  | | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** |
| Reading | for Pleasure | * **become increasingly familiar with, and retell, a wider range of stories, fairy stories and traditional tales** * listen to stories with increasing attention and recall * orally express opinions about what I have read | * **listen to and discuss a wide range of fiction, non-fiction, poetry and plays** * talk about stories and events (what might happen next…?) * predict what might happen on the basis of what has been read so far | * read books a wide range of books independently * offer sustained expression of opinions and preferences about my reading * makes inferences and deductions from a text | * understand what I read by reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books |
| Learning to Read | * **read common one syllable words** * **use phonic knowledge and skills to decode CVC words** | * **read the 100 HF words** * read common words of more than one syllable * use phonic knowledge and skills to try to decode unknown words | * read most words quickly and accurately when they have been frequently encountered (inc. common exception words & contractions e.g. I’m, I’ll) |  |
| Reading for Purpose | * understand single words with picture clues * **find simple information in texts** | * match single words and phrases to the appropriate picture * **read a range of short texts, understanding the main points** * **retrieve and record information from a text** * use a glossary to find the meaning of unfamiliar words | * identify & summarise main ideas drawn from more than one paragraph * predict what might happen from details stated and implied * makes inferences and deductions from a text * justify inferences with evidence * begin to re-organise material for given tasks * use a dictionary to find meanings to unfamiliar words | * select and use different types of texts to obtain and utilise relevant information * summarise the main ideas from a text * distinguish between statements of fact and opinion * detect point of view, implicit meaning and/or bias. * identify how language, structure and presentation contribute to meaning |
|  | | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** |
| GPS | Spelling | * distinguish different sounds * spell my name * spell simple monosyllabic words correctly * match rhyming words | * spell the 100 HF words and the numbers to 10 * use plurals * spell the days of the week * use a word list to check my spellings | * spell most commonly used words correctly | * spell most words correctly |
| Punctuation | * use capital letters | * use capital letters and full stops * use question marks | * use commas in lists * use exclamation marks * use apostrophes for possession * use apostrophes for contractions | * use brackets * use commas in clauses * use colons * use semi-colons * use bullet points |
| Tenses | * use a range of verbs | * use the present tense * use the past tense * use the future tense | * use the progressive tense (past and present) | * use the perfect tense * use modal verbs (could, should, might) * write in a range of tenses |
| Sentence Building | * label pictures or objects * choose words to finish short phrases * write a simple sentence with a noun and a verb | * use adjectives * join words and join clauses using ‘and’ * use the personal pronoun ‘I’ | * use adverbs * use prepositions * extend the range of sentences by using a wider range of conjunctions, including when, if, because, although | * write complex sentences with phrases * use a thesaurus to expand my vocabulary. * use adverbials * use relative clauses (who, which, that, when etc) |
|  | | **Entry 1** | **Entry 2** | **Entry 3** | **Level 1** |
| Writing | | * **form the letters of alphabet in lower and upper case** * **write the digits 0-9** * attempt to make my words legible * **write my name** * label pictures or objects * copy words and short phrases * choose words to finish short phrases * compose a sentence orally before writing it * attempt to write a sentence using simple words and phrases | * **clearly form my letters and my handwriting is legible** * leave spaces between words when I write * choose words to finish short sentences and to respond to questions * use books, posters or a word bank to help my writing * draft and write by composing and rehearsing sentences orally * write words and phrases from memory to describe situations * write a simple sentence (with a noun and a verb) * sustain my writing to more than a sentence * show an awareness of the reader in the organisation of my writing and vocabulary * ***re-read what I have written to check that it makes sense*** * read aloud my writing clearly enough to be heard by others | * **write for a range of different purposes (e.g. letter, email, recount)** * plan writing by discussing & recording ideas & rehearsing sentences orally * write neatly * sequence sentences to form paragraphs * use a variety of sentence structure and vocabulary suitable for purpose * proof-read to check for errors including spelling, grammar and punctuation * use my knowledge of grammar to change words and phrases (e.g. using plurals and adding adjectives) * re-read my writing to check that it makes sense * read aloud what I have written to make the meaning clear | * plan my writing by identifying the audience for and purpose of the writing * recognise vocabulary and structures that are appropriate for formal writing * use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] * **draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning** * write legibly, fluently and with increasing speed * sustain my writing over a page * evaluate and edit by assessing the effectiveness of their own and others’ writing |