

## English (Reading, Writing, Spoken Language)



Purpose	Principles	Expectations
<ul style="list-style-type: none"> <li>• For children to be confident readers</li> <li>• To promote a love of reading in children</li> <li>• For children to explore a range of texts</li> <li>• To develop children's understanding of a range of challenging vocabulary and encourage them to apply this to their writing and spoken language</li> <li>• For children to be able to write in a range of genres</li> <li>• For children to develop their own writing style and enjoy writing</li> <li>• For children to be able to apply grammatical concepts to their writing</li> <li>• For children to take pride in the presentation of their writing</li> <li>• For children to be able to speak effectively with growing confidence in front of an audience</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• For children to be able to use a range of strategies (phonics, whole word reading, known spelling rules, use of pictures) to decode fluently</li> <li>• For children to be able to read aloud with increasing confidence and expression</li> <li>• For children to have a good understanding of what they read (retrieval, inference and deduction, authors choice)</li> <li>• For children to recognise the key features of a range of texts and genres</li> <li>• For children to be able to explain and justify their opinions about a range of texts</li> <li>• For children to be able to make links between and within texts</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• For children to identify and apply the key features of a genre to their own writing</li> <li>• Drafting, editing and improving own work</li> <li>• Self and peer assessment of work</li> <li>• Writing across a range of subjects</li> <li>• Applying spelling rules with greater accuracy</li> <li>• Moving towards using neat, joined, cursive handwriting</li> <li>• Using a range of interesting vocabulary (applying what they know)</li> <li>• Using a greater range of sentence structures</li> <li>• Being influenced by what they have read</li> </ul> <p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>• Opportunities for rehearsal before performance</li> <li>• Self and peer feedback</li> <li>• Performing to a range of audiences</li> <li>• Enjoying a range of performances</li> <li>• Debates and discussion</li> <li>• Group work</li> </ul>	<ul style="list-style-type: none"> <li>• Children are able to read, discuss and enjoy a wide range of texts</li> <li>• Children apply a range of strategies to decode unfamiliar words</li> <li>• Children to take responsibility for developing their vocabulary</li> <li>• Children to read regularly in school and at home</li> <li>• Children to be able to write for a range of purposes with increasing independence</li> <li>• Children to take part in a range of Spoken English activities (assemblies, Church services etc)</li> <li>• Children to use correct Spoken English (modelled by staff)</li> </ul>