

Rokeyby English Curriculum, how we aim to achieve the best in our learners.

Reading

Reading for pleasure

Our children enjoy reading because:

- They have easy access to a range of high-quality texts many of which have been read and recommended by teachers and CLPE.
- They hear stories and are read to every day, in class or in classes during the weekly library assembly.
- They are regularly involved in informal book talk enabling them to develop preferences and opinions about books.
- Their environment in class and around school encourages them to get lost in reading and develop a love of books, through stimulating school reading areas, in class book corners and displays celebrating reading.
- They choose to read a variety of texts and have the opportunity to select a wide range of current books, magazines, comics and newspaper of their choice

Reading decoding

Our children are learning to read fluently because:

- Phonics is taught systematically using letters and sounds alongside jolly phonics
- They have daily sessions which are practical and engaging with high quality texts and images
- They can apply their phonics to find meaning in a text

Reading comprehension

Our children are learning to understand what they are reading because:

- Reading skills are explicitly and regularly taught through high quality texts
- They are challenged to think beyond the obvious using 'tell me grids' based on questions by Aiden Chambers
- They regularly discuss their feelings and ideas about books
- They apply their wider reading when discussing and comparing texts
- They can apply skills in different contexts, such as through drama, role play and hot-seating
- They are able to ask and answer questions about what they have read
- They self-regulate when reading, noticing when they don't understand

Reading as a writer (teaching grammar in context)

Our children apply the writers' techniques they have read because:

- They recognise the impact a text has on them
- They can talk about authorial intent (vocab, grammar and structure)
- They can recognise the grammar and literary devices within a text

Writing

Writing for pleasure

Our children enjoy writing because:

- They choose to do it in their own time
- They are given time to write
- They take part in shared writing and modelled writing

Planning for writing (composition)

Our children are excited to get writing because:

- They write for real purposes
- They borrow ideas from what they have read to structure their writing
- They are encouraged to use their own imaginative ideas as well as experiencing outside stimulus such as dance groups, theatre visits, visiting workshops, authors and art projects
- They rehearse their writing and develop language through talk, self and peer assessment
- They have time to practise, edit and develop their writing
- They are taught different ways to plan

Grammar for writing (composition)

Our children's writing has a real impact because:

- They understand the purpose of writing and what form it will take
- They know what vocabulary, grammar and literary techniques to use for specific effects

Drafting and editing

Our children are real writers because:

- They are aware of what good writing is and have high quality texts used
- They use this knowledge to improve their own writing
- They are supported in improving their writing, recognising errors with peers, and can correct these accordingly
- They can evaluate and articulate how well they, and their peers, have written
- They use their writing targets to evaluate and look at future writing goals

Handwriting

Our children have pride in their writing because:

- They are encouraged to have legible and fluent handwriting
- They are given regular opportunities to practise their fine motor skills with a range of equipment
- They are given the opportunity to learn and practise letter formation and joining
- Time is given to presenting their work neatly when appropriate

Spelling

Our children are becoming competent spellers because:

- They are systematically taught the patterns using no nonsense spellings

- They are able to apply the phonics they have learnt when they're writing
- They use a range of spelling strategies and resources including dictionaries, and wordbooks
- They have time to look back at their work and correct misspelt words in their own writing

Talk

Our children have a command of the spoken word because:

- They are regularly exploring their learning through talk
- Speaking and listening skills are taught explicitly
- Drama and role play are used frequently as a tool to understand reading and enhance writing