

Enjoy, Achieve and Celebrate Together in Faith

The Sissinghurst Child

Our vision through the education we provide is that our children will:

- Enjoy thinking **critically** and **creatively**, relish the **challenge** of solving problems and acquire the knowledge, skills and enthusiasm to continue learning as a lifelong process.
- Establish an independent and enquiring mind; have the ability to question discuss and argue rationally; make informed decisions and be intrinsically motivated to achieve their very best.
- Celebrate their talents and achievements and those of others.
- Within the context of Christian Faith, have developed personal moral values, be outward looking, and grow into respectful global citizens.

At Sissinghurst School we develop pupil's spoken language and strive to foster a love of reading, writing and language. English, not only a subject in its own right but an integral thread running through every subject taught, is the cornerstone of all learning. We have a clear progression, driven by the National Curriculum, which develops children's ability to express themselves in the spoken and written word in ever more sophisticated ways at an age appropriate level, and always with high expectations. Teachers demonstrably model the joy of reading and read a variety of genres to children.

Our intent is to develop our pupil's spoken language, reading and writing in English. English is not only a subject in its own right, but is an integral part of every subject taught and as such highly valued. Our pupils learn in and through English with vocabulary development, effective communication and enthusiasm for reading and writing at our core. We aim to develop our pupils' skills in both reading and writing sequentially and progressively from Early Years right through to the end of KS2. Working collaboratively, pupils actively explore ideas before writing, helping them to clarify ideas. In KS1 pupils draft then edit and polish writing before presenting work with for display. In KS2 pupils write a draft, then re-draft, editing and polishing their written work. We are determined that our pupils will develop the skills needed to read fluently and widely, both for information and for the love of being immersed in the world of the imagination.

Implementation

We use a wide variety of quality texts to engage and motivate children and as a context for writing. Talk4Writing enriches the writing process by allowing pupils to learn key vocabulary and to internalise key features of a genre including the language and style. We are determined to ensure that all our pupils develop the ability to read fluently. The journey begins in the Early Years Foundation Stage where pupils learn forty phonemes and how to apply them to reading. This is supported by carefully matching decodable texts for practice at using and applying the phonic code. By the end of KS2 pupils read with a deeper understanding of texts in both fiction and non-fiction using inference and deduction.

Grammar is skill that enables us to talk about the metacognition of reading and writing. Following the National Curriculum statutory content, children are introduced to punctuation, word classification and

spelling progressively throughout the school. Grammar is taught in its own right but is also embedded within the general teaching of many core subjects.

Handwriting is taught with letters in 'families' where formation is similar. Good handwriting allows pupils to communicate clearly and is a valued skill in school. We teach children in non-cursive style, as recommended by the latest Government advice, and encourage joining of some phonic sounds towards the end of Year 2. Pupils are directly taught to join letters in Year 3 and will work towards developing a legible, neat and more fluent style in Year 4, where they may then be awarded with a pen license.

Pupils in Reception are taught the letter sounds and then forty-four of the main phonemes that produce each sound in the English language (for example: ai, oo, ee, ou, oa, ue) and use these to begin to attempt phonetically logical spelling of many regular words. Alongside this, they are taught to read and spell common exception words such as 'the', 'to', 'go'. By the end of Year 1, pupils are expected to have mastered both reading and writing the majority of the first one hundred high frequency words. These are tested at the beginning of Year 2 and individual spelling mats are introduced to support those pupils who need further practice. Spellings are sent home once a week from Year 1 through to Year 6 and are then tested and new spellings set. In this way, pupils are constantly progressing towards fluently applying spelling rules in their written work.