

English - Intent

The teaching of English, in Early Years at Davyhulme Primary School is designed to instil in children a love of speaking and listening, reading and writing that will last them a lifetime. Through a 'hook' and 'book of the week' pupils are taught the key skills which enables them to access material in all curriculum areas. This provides a foundation for their learning throughout their school career.

To achieve this, practitioners are focussed on making Literacy interesting and exciting, engaging the pupils with the joy and wonder of books and arousing their imagination and creativity. At Davyhulme, the teaching of Literacy is a fundamental part of the holistic development of the children, nurturing positive behaviours and attitudes toward learning, and providing key knowledge and skills, to benefit pupils throughout their education and beyond. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Phonics

The teaching of phonics is an integral part of the curriculum in both the Early Years and Key Stage 1 classrooms. Children first learn their letter sounds and names then apply these to word building. We use both Letters and Sounds and Jolly Phonics actions as the basis for our teaching of phonics. These are both recognised as synthetic phonic schemes. Through Letters and Sounds, the children are taught the 44 phonemes that make up all the sounds required for reading and spelling. These phonemes include those made by just one letter and those that are made by two or more. As the children grow in confidence and experience, they are introduced to alternative ways of representing the same sound. The teaching of phonics is of high priority to all teachers as it enables pupils to decode for reading and encode for spelling. We ensure that our teaching of phonics is rigorous, structured and enjoyable. Children have discrete, daily phonics sessions where they are introduced to new phonemes, can practise and revise previous learning and have plenty of opportunities to apply the knowledge they have.

We use a range of multisensory strategies to enthuse and engage the children, including the use of interactive whiteboards, magnetic letters, speaking and listening, songs, rhymes and practical games and activities. Children work with pace and are encouraged to apply their knowledge across the curriculum with any reading or writing activities. The children also learn a variety of other key words by sight.

Early reading skills are taught throughout Early Years, our environments are literate, encouraging children to begin to recognise environmental print, signs, logos, initial letters and then words. As children begin to recognise letters of the alphabet and play with sounds their reading skills grow. Children begin to recognise printed words such as their names and incorporate writing into their play. Songs and rhymes are used to build a phonemic awareness, children are exposed to a range of quality texts which stimulate them, developing their interest and excitement in reading, they copy the practitioners and then begin to retell stories independently. After listening to a story, they talk about the people, feelings, places, things, and events in the book and compare them to their own experiences.

Children read individually, in small groups and as a whole class. Reading books across Early Years and Key stage One are book banded following the Reading planet, Bug Club and Rigby star schemes, this includes Guided Reading books. Appropriately levelled books are stored centrally to allow practitioners to exchange books, ensuring all children experience success and progression from one level to the next. A variety of different genres are chosen at an appropriate level of ability for each group of children. As well as being able to read the text, children are encouraged to discuss the content of the book and their opinions about people, places and events are sought.