

Class 2 English

English teaching and learning at Beaufront First School is based on a multi-stranded approach.

In Class 2 systematic phonics teaching continues for any children who need to reinforce or build their skills. Building on this, the teaching and practising of spelling is brought about by both a whole class and an individual pupil approach. Detailed records are kept of spelling knowledge and homework is closely tailored to the requirements of individual pupils.

Guided Reading sessions form the basis of the teaching of reading with the emphasis on comprehension and the expansion of each child's vocabulary. To engage children, a wide range of texts across a range of genres, authors and levels of complexity are used. Each child is also expected and encouraged to select individual reading books from the wide range held in school. We strongly encourage children to log their own reading and involve adults from home to discuss and support their individual reading.

We use cursive writing throughout the school and find that this facilitates not only fluent writing, but builds spelling confidence and security.

To teach writing, we follow a "reading through to writing" and a "talk through to writing" approach. This enables the children to deconstruct texts and sentences to understand the writer's craft and then practise their own skills orally as they put pencil to paper themselves. We start each unit of our teaching of writing with a really interesting and engaging text. Expectations are high in Class 2 and children are expected to apply the skills they have learnt in English when writing across the curriculum. As the children gain maturity and English skills they are taught to become ever more evaluative of their own work, re-reading and re-writing to improve the sense of their work. A key part of this is by encouraging peer and self –assessment under the watchful eye of Class 2 staff.

Children in Class Two are expected to take part in regular English homework which is designed carefully to reinforce the individual skills of each child.

The tables below give an overview of the specific skills taught to each year group.

Year Three Programme of Study.

Reading	Writing	Grammar
Use Knowledge to read "exception" words.	Use prefixes and suffixes in spelling.	Use range of conjunctions.
Read a range of fiction and non-fiction.	Use dictionaries to confirm spelling.	Use perfect tense
Use dictionaries to check meaning.	Write simple dictated sentences.	Use a range of nouns and pronouns.
Prepare poems and plays to perform.	Use handwriting joins appropriately.	Use time connectives.
Check own understanding of reading.	Plan to write based on familiar forms.	Introduce speech punctuation.
Draw inferences and make predictions.	Rehearse sentences orally for writing.	Know language of clauses
Retrieve and record information from non-fiction books.	Use varied, rich vocabulary	Speaking and Listening.
Discuss reading with others.	Create simple settings and plot.	Give structured descriptions.
	Assess effectiveness of own and others' writing.	Participate actively in conversation.
		Consider and evaluate different viewpoints.

Year Four Programme of Study.

Reading	Writing	Grammar
Secure decoding of unfamiliar words.	Correctly spell common homophones.	Use wider range of conjunctions.
Read for a range of purposes.	Increase regularity of handwriting.	Use perfect tense appropriately.
Retell some stories orally.	Plan writing based on familiar forms.	Select pronouns and nouns for clarity.
Discuss words and phrases that capture the imagination.	Organise writing into paragraphs.	Use and punctuate direct speech.
Identify themes and conventions.	Use simple organisational devices	Use commas after front adverbials.
Retrieve and record information.	Proof- read for spelling and punctuation errors.	Speaking and Listening
Make inferences and justify predictions.	Evaluate own and others' writing.	Articulate and justify opinions.
Recognise a variety of forms of poetry.	Read own writing aloud.	Speak audibly in standard English.
Identify and summarize ideas.		Gain, maintain and monitor interest of listeners.

When pupils become secure in these skills they will be given opportunities to “master” them in a wider range of contexts and with increasing independence before moving onto the next programme of study.