



# English at Queen Eleanor

**English is a broad subject that immerses children in traditions of literature and allows them to explore worlds beyond their own experience. It develops of fascination with words and a love of language. English is also a practical subject, teaching children conventions of spoken and written language, allowing them to communicate ideas clearly. Strong reading skills enable children to acquire new knowledge by building on what they already know.**

## English skills (Classification and retention)



Writing – transcription (spelling and handwriting)  
Composition (structuring and articulating ideas in speech and writing)

Reading – word reading (phonetic decoding, sight words, morphology, etymology)  
Comprehension (oral and written, word meaning)  
Inference (synthesising character and plot to reasons for explains reasons for emotions and events)

Challenge stereotypes about authors and why we write

## Working like an author (Retention and application)



Decide on purpose for writing

Write as a reader - anticipate needs of the audience. Re-read and edit while working, then edit a finished draft.

Read as a writer - experiment with new language and adjust use based on reader response

Dissect sounds of words and their spelling to create puns, homophones and homonyms

Seek out new authors and new genres to learn how other authors practise their craft

Apply knowledge of the world to help make writing more authentic

## Sequencing content (Retention and connections)



Fine motor skills refined through games in EYFS and KS1. Handwriting explicitly taught and practised.

Spelling explicitly taught and practised

Read Write Inc scheme to teach synthetic phonics. Reading Pro scheme for phonetically decodable texts.

Sentence level work built using Writing Revolution progression.

Links to Languages – comparing and contrasting idioms, etymology and grammar rules

Reading immersion weeks aligned to foundation subjects to provide background knowledge for comprehension

## Success for all



Learning with the brain in mind - prepare vocabulary and associated mental images

Oracy – explicit teaching of terminology and academic vocabulary. Opportunities to practise reasonable debate.

Phonics instruction continues beyond end of Year 2 for those who need it. Instruction in word reading continues by teaching etymology and morphology.

Diagrams, writing frames, sentence structures to scaffold arguments

Set phrases and idiomatic expressions explicitly taught to scaffold children’s authorial voice

## Assessment and progress



Retention – weekly spelling tests

Retention – diagnostic and summative assessment (Big Write)

Application – reading opportunities (non-fiction and fiction) planned across the curriculum

Application – writing outcomes planned across the curriculum

Long-term retention and application of writing skills assessed through moderated work set against assessment framework

Long-term retention and application of reading assessed and nationally benchmarked tests through standardised tests