



Mastery in English at Charlton Kings Infants' School 'Building engaged and confident communicators, readers and writers'

Beliefs and values:

At Charlton Kings Infants' School we acknowledge that English is one of the most important of the National Curriculum subjects. We strive to ensure that each child reaches their true potential as a confident communicator, creative writer and discerning reader. We want to inspire children to develop a love for reading and writing that they will carry throughout their lives. The knowledge and skills involved in speaking and listening, reading and writing are critical to success across the whole school curriculum and in later life.

Mastery teaching and learning in English:

At CKIS, we want all children to acquire a wide vocabulary and become confident communicators who can explain their ideas clearly and listen to those shared by others. We aim to ensure that all within our school community appreciate our rich and varied literary heritage through the provision of an engaging and stimulating curriculum. We want every child to develop a fluency in, and love for, reading so that they read with understanding for both pleasure and information. As writers, we want every child to write clearly, accurately and coherently.

In the **EYFS** (Kindergarten and Reception), children are taught to develop their listening and attention, understanding and speaking skills. These are taught through a wide range of rich adult-led and child-initiated speaking and listening opportunities. Children are taught to master the skills of early reading and writing on a daily basis through:

- high quality discrete phonics teaching
- opportunities to hear, respond to and read shared texts
- guided comprehension and 1:1 reading opportunities
- opportunities to build gross upper body strength and fine motor control (needed for sustained writing)
- opportunities to apply and refine these skills within the rich indoor and outdoor Continuous Provision

In **Key stage 1** teaching and learning objectives are linked to the National Curriculum. Pupils are taught to develop their competence in spoken language and listening in a range of contexts and to a variety of audiences in order to enhance the effectiveness with which they are able to communicate. We pay particular attention to increasing pupils' vocabulary. This ranges from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary. This can then be used to discuss abstract concepts and a wider range of topics and to enhance their knowledge about language as a whole. We teach the knowledge and skills needed to be highly effective communicators, readers and writers through:

- varied speaking and listening opportunities
- daily discrete phonics sessions – focusing on the development and progression of word reading and spelling skills
- guided comprehension and 1:1 reading – providing children with rich and extensive opportunities to listen to, share and discuss a wide range of texts.
- modelled and guided writing – focusing on the development and progression of transcription and composition skills
- regular opportunities to practise and refine handwriting
- embedding spelling and grammar within all writing opportunities

We provide daily opportunities for children to consolidate and apply these skills through a rich and challenging continuous provision. This provides invaluable opportunities for teachers and teaching partners to address misconceptions and challenge every child as a learner.



Monitoring, Evaluation and Improvement:

Assessment criteria are written into our school curriculum and medium term plans. Teachers monitor children's progress and attainment throughout the year against clear expectations set within our CKIS English progression documents in order to inform ongoing teaching and learning. We use the following to inform our ongoing (formative) assessments:

- Whole school phonics tracking
- Termly independent writing assessments in y1 and y2 (teacher assessment)
- Regular assessment of the spelling of common exception words

In the EYFS, we also monitor progress towards the Expected Outcomes identified within the Prime areas of learning (Listening and Attention, Understanding and Speaking) and the Specific areas of learning (Reading and Writing) in the Early Years Framework and Development Matters. We complete the EYFS Profile at the end of EYFS (Year R).

In KS1, we also complete standardised assessments in terms 2, 4 and 6. These include Grammar, Punctuation and Vocabulary, Spelling and Reading comprehension in order to make summative assessments against National benchmarks of children's attainment at these points during the academic year.

Information from our formative and summative assessments are used to inform our Pupil Progress Meetings at the end of terms 1, 3 and 6 in order to identify and prioritise key actions to inform ongoing teaching and learning.

The English subject leaders and the English team are actively engaged in monitoring teaching and learning in English through:

- Focused learning walks (priorities based on data analysis, discussions from PPMs, book scrutiny etc) and lesson study
- Regular book scrutiny and pupil conferencing
- Members of the English team involved in monitoring year group planning and the quality of teaching and learning