

Key Stage Two English

At Hagley Primary School we encourage our children to develop a love of reading and enjoy the benefits of reading for pleasure. We want them to leave primary school with a love and passion for both reading and writing. Our thematic curriculum allows the children to have opportunities to apply English skills that are taught to be developed in a fun, engaging and meaningful manner.

Reading skills, such as decoding, word recognition and phonological awareness, acquired in Key Stage One, are built upon during Key Stage Two when children are encouraged to practise a range of reading strategies. Strategies to develop phonological awareness, vocabulary, fluency, comprehension, grammar, attitude and motivation are explored explicitly during daily Rainbow Reading lessons. Weekly lessons focusing on teaching comprehension, deducing and inference skills also takes place. Reading and writing lessons are closely linked together with reading through writing being taught, with fantastic reading extracts being used as stimulus for writing lessons.

Children explore a wide range of genre, both fiction and non-fiction which allows them to access, input ideas and understand what they are reading. They are given opportunities to speculate on the tone and purpose of texts that they explore as well as consider both the texts' themes and audience. At the start of the week, we invite our children to read for pleasure, allowing them to take ownership on choosing texts and becoming self-motivated readers. We encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills but also supports a lifelong love of reading. Throughout the Key Stages children become more independent in recording what they have read in their home reading diary/homework diaries. We recognise the value of adults (both in school and at home) reading aloud to children in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

Our children also receive, on average 3 times a week, writing lessons. The writing is taught following a model which begins with sharing a 'WAGOLL' text with the children. This text could be an extract from a book or one written by the teacher. We look at what makes this text so effective and pull out key features. Explicit teaching of skills is then incorporated into the next few lessons. The sequence then looks at the teacher modelling writing similar texts and shared writing as a class. The sequence finishes with the children writing their own version of a similar text, trying to apply all of their newly acquired skills. The children write at length at least twice every half term.

