

What does English look like at Monkton Academy?

Our overarching aim is to promote high standards of language and literacy at a spoken and written level for our pupils. We aim to promote a *genuine* love of reading and writing by encouraging children to 'write as writers' and 'read as readers'. We want children to leave our school with a love of literature, knowing that anyone can be a reader or a writer.

Reading is an integral part of our curriculum - it allows children to get lost in another world. Staff work hard to provide exciting experiences for children which opens doors to their knowledge and understanding of the wider world. We are passionate about allowing our children to explore their surroundings and their history. We believe that providing enriching experiences, this will open the gateway to creativity and universal exploration for our children.

By the time our pupils leave KS2, we hope they have accomplished the following outcomes:

- Children have high expectations for themselves and others around them.
- Children can write at length for a variety of purposes and audiences with good grasp of key grammatical features and are willing to use adventurous vocabulary.
- Children are able to express their thoughts and opinions in an articulate and considered way – both in written and spoken form.
- Children can maintain positive attitudes to what they have read and acknowledge that literature comes in a variety of forms – not just fictional story books!
- Children are confident readers and writers who will give anything a try!

High quality
education

A love of
learning

Enquisitive,
active learners

Effective
communicators



How does our school motto link to English?



Inspire

“Reading other author’s stories inspires us to write in a similar style and a similar quality. It helps us to know what we need to achieve.” (Jack M, Y6)

“Trips to start topics off inspire us and excite us about that subject or topic.” (Ashleigh, Y6)

“Displays around school inspire other children to work hard and produce work of the same quality.” (Jack L, Y6)

Empower

“Modelled writes, which the whole class participates, in empowers us to replicate similar thoughts and ideas in our own writing. It gives us the confidence to believe we can do it.” (Cavan, Y6)

“Woody empowers me because he enjoys hearing me read.” (Ethan, Y4)

“I enjoy it when the Y6’s come and listen to us read. They help us out.” (Noa, Y4)

Achieve

“Getting feedback from a teacher saying that you have achieved something will boost your confidence. When a teacher marks our work it helps us to know what we have done well and what we need to work on.” (Sophie, Y6)

“There’s nothing better than knowing you have made your teacher proud.” (Grace, Y6)

“I like seeing the progress I have made from my cold write to my hot write.” (Niamh, Y6)



Our approach to reading, writing, speaking and listening

Throughout all aspects of the curriculum, not just English, children are immersed in speaking and listening. We have the belief that if children can speak it, they can write it. Through the vocabulary rich curriculum provided by our staff, we develop confident young people who can confidently communicate with others. A high quality, language rich curriculum will foster our pupil's curiosity and deepen their understanding of the world around them.

What is our approach to Guided Reading?

"Our approach is called 'In the moment of reading' where we read the text and as we read it we annotate it. We write down what features we like and find interesting. We make predictions and highlight any important VIP words." (Tayla, Y6)

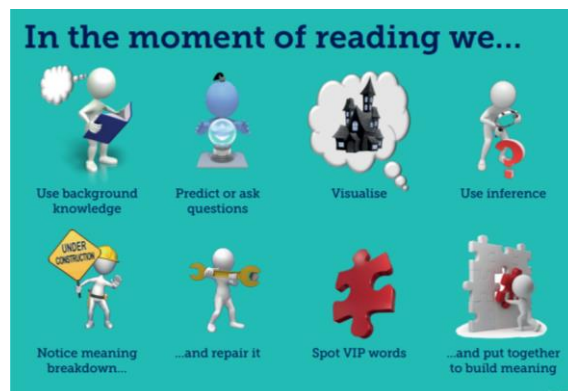
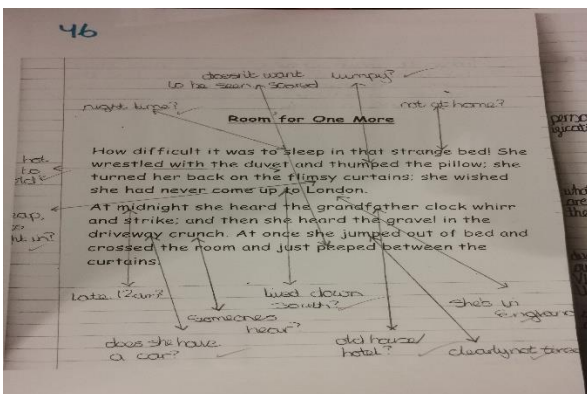
"Reading and annotating other author's texts helps us structure our own writing." (Cavan, Y6)

"The three types of questions we answer are:

- Literal – evidence in the text
- Inferential – using clues and finding the hidden meaning
- Choice – questions that ask you about your own opinion." (Niamh, Y6)

"We always begin a new Guided Reading text by reading and annotating a text." (Jack L, Y6)

"After we look at the text, we complete some questions." (Daniel, Y6)



What does a typical writing journey look like?

"Our writing journey follows an order. First we do a cold write. Then we learn about the structure and language features of a text. After that we learn about some grammar features. Before you plan your own writing you do a modelled write with the teacher to share ideas. After that, you do a hot write and finally you revise and edit." (Rosie, Y6)

"Cold write → structure → unpicking vocabulary → learning some key grammar features → modelled write → plan independently → hot write → revise and edit." (Liam, Y6)