

English Strategy for Capella House Secondary

This strategy is designed to support the education and development of pupils in our school. Our focus is on three key priorities: increasing pupils' love of reading, developing reading fluency, developing writing fluency and vocabulary knowledge. By implementing the actions outlined in this strategy, we aim to provide students with the skills and support they need to succeed in their education and beyond.

Key English Priorities:

English Priority 1: Increase a love of reading and engagement with reading for pleasure:

Rationale:

Reading is a fundamental skill that is essential for success in education and in life. By fostering a love of reading, we can help children develop the motivation and desire to read and to continue to improve their reading skills. Pupils will learn to enjoy reading, to understand and engage with text, and to appreciate different types of literature. They will also develop their vocabulary, comprehension, and critical thinking skills.

What we are doing to achieve this aim:

- Incorporate a wide variety of reading materials, including fiction, non-fiction, and multimedia, to appeal to different interests and reading levels.
- Provide regular opportunities for independent reading and shared reading experiences.
- Create a comfortable and inviting reading environment, with access to books and other materials, and comfortable seating.
- Foster a culture of reading through school-wide events

English Priority 2: Increase reading fluency:

Rationale:

Reading fluency is the ability to read a text accurately, quickly, and with expression. By increasing reading fluency, we can help pupils improve their comprehension of text and their ability to read more complex texts. Pupils will learn to read with fluency and expression, build comprehension skills, improve accuracy and speed and get help with decoding if needed.

What we are doing to achieve this:

- Provide regular opportunities for students to practice reading aloud and receive feedback on fluency.
- Use a variety of reading materials to help students build their reading fluency and comprehension skills.
- provide training, materials and strategies for teachers to help students improve their fluency,
- Provide access to assistive technology and other resources, such as text-to-speech software, to support reading.
- Access to online reading materials on Giglet
- Pupils are encouraged to read as part of all lessons including reading key vocabulary at the start of all lessons across the curriculum

English Priority 3: Develop writing fluency:

Rationale:

Writing is a key way for pupils to express themselves and to communicate with others. By developing their writing fluency, we can help pupils improve their ability to express themselves and to communicate their thoughts and ideas effectively. pupils will learn to write with clarity and coherence, to use conventions of written language, to use technology tools, and to develop a writing voice, and learn how to self-edit.

What we are doing to achieve this aim:

- Provide regular opportunities for writing practice and feedback through daily writing opportunities across the curriculum.
- Provide instruction and support in the conventions of written language, such as grammar, punctuation, and spelling.
- Provide access to assistive technology to support writing.
- Encourage the use of technology tools, such as voice recognition software, to support writing.
- Use shape coding to support pupils understanding of grammatical structures and sentence structure.

By implementing these actions, we believe that we can help our pupils develop the skills they need to become successful readers and writers. We aim to develop confident students that are motivated and resilient. We aim to develop pupils' growth mindset and support them to feel successful in every aspect of their learning. This strategy is an ongoing effort, and we will continue to assess and adjust it as necessary in order to meet the evolving needs of our students.

What can be done at home:

Parents play a crucial role in supporting education, particularly when it comes to language and literacy development.

Here are some ways that you can support:

Reading

- Regularly reading with your child and by making books and other reading materials accessible at home.
- Challenge them to read more difficult texts.
- Talk to your child about the books they are reading, ask them questions and encourage them to reflect on what they are reading.
- Make reading an enjoyable activity by creating a comfortable and inviting reading space at home.
- Encourage them to access Giglet at least twice a week (<https://giglets.com>)



Writing



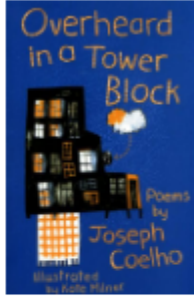

- Encourage them to write letters, stories, or journals.
- Encourage your child to use technology tools to support their writing.
- Provide constructive feedback on your child's writing, focusing on areas of strength and areas that need improvement.
- Talk about and model good grammar, punctuation and spelling at home.
- Encourage them to access Spellzone at home at least once a week.



(<https://www.spellzone.com/>)

We will be reading these books in our english lessons:

Term	Key Stage 3	Year 10
Autumn 1		
Autumn 2		
Spring 1	<p>Poetry by Benjamin Zephaniah and Joseph Coelho</p> 	<p>Debating skills - looking at non-chronological reports</p>
Spring 2		

Summer 1	 	
Summer 2		

Recommended reading list for home reading:

Reading age:

7 - 11	11 - 14	14 +	Graphic Novels
<p>The Land of Roar by Jenny Maclachlan</p> <p>Malamander by Thomas Taylor</p> <p>Boy in the Tower by Polly Ho-Yen</p> <p>The Breadwinner by Deborah Ellis</p> <p>Hacker by Malorie Blackman</p> <p>The Boy at the back of the class by Onjali Rauf</p> <p>Time travelling with a hamster by Ross Welford</p> <p>The Girl of Ink and Stars by Kiran Millwood</p> <p>The other side of the truth by Beverley Naidoo</p>	<p>The Island at the end of everything by Kiran Millwood Hargrave</p> <p>A wrinkle in time by Madeline L'Engle</p> <p>His dark materials series by Philip Pullman</p> <p>Wink by Rob Harrell</p> <p>Welcome to nowhere by Elizabeth Laird</p> <p>Journey to the river sea by Eva Ibbotson</p>	<p>A monster calls by Patrick Ness</p> <p>We are all made of molecules by Susin Nielsen</p> <p>Paper Butterflies by Lisa Heathfield.</p> <p>Every Day by David Levithan</p> <p>Rose Sees Red by Cecil Castellucci.</p> <p>Jasper Jones by Craig Silvey</p> <p>Refugee by Alan Gratz</p>	<p>Noughts & Crosses Graphic Novel by Malorie Blackman</p> <p>1602 by Neil Gaiman</p> <p>The Imitation Game (Graphic Novel) by Jim Ottaviani</p> <p>Through the Woods by Emily Carroll</p> <p>The Complete MAUS by Art Spiegelman</p>