

# Abbey Academies Trust



Every Child Matters

## English Curriculum Statement

Amended

April 2019	June 2021	
November 2019	September 2022	
April 2021		

**Every Child Matters within a loving and caring Christian environment**  
*Striving for Excellence, Caring for All*

As a RRS (Rights Respecting School - UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can.

## **Why we believe English is important**

We believe children achieving fluency in English is essential if they are to both access and succeed across all areas of the curriculum. Confidence and competence in reading, writing and spoken language play vital roles in preparing children for the next stage of their learning, and indeed throughout their adult lives. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. We endeavour to ensure children reach their full potential in these areas by providing an inspiring, relevant and rigorous English curriculum which promotes high standards of language and literacy, equips pupils with a strong command of spoken and written word, and develops a life-long love of literature through reading and writing for enjoyment.

## **Remote Learning**

During the enforced closure of schools as a result of the Covid-19 pandemic, Abbey Academies Trust remained committed to ensuring that the remote education offered followed our normal school curriculum as far as possible via recorded online learning, enabling pupils to obtain the building blocks they needed to move onto the next step in their learning. After our return to school in March 2021, the English curriculum was refined to best support the development of our children's skills and knowledge, providing them with solid foundations and enabling them to 'fly high' as they continue their journey through school. A full English curriculum has now resumed but staff remain mindful of gaps in knowledge that may exist because of school closures.

## **Intent: We aim for our pupils to:**

- Be effective communicators with an understanding of the importance of the role of speaker(s), listener(s) and observer(s) throughout interactions
- Develop fluent and competent readers, who are able to read for purpose and pleasure
- Develop a love of reading and enjoy discussing and justifying their reading preferences
- Build a wide vocabulary base allowing them to access all areas of the curriculum
- Be inspired to write creative and informative texts, developing a passion for writing for a variety of purposes and audiences
- Have a thorough knowledge and understanding of grammatical concepts, which is evident through both their written and spoken work
- Be able to recall and apply the spelling patterns outlined in the NC (including exceptions to the rules and common errors), and identify and correct spelling errors in their own work






## **Implementation: How do we do this?**

### **Speaking and listening:**

- We provide a talk rich environment where all pupil's contributions are valued.
- Talk for writing, drama, role play, performance, debate and many other speak and listening activities play an essential role in our pupil's academic and personal development.
- We teach the skills pupil's need to be able to communicate effectively and with confidence.

### **Spelling:**

- The Active Spelling approach is used from Year 2 onwards to embed spelling in an active and engaging way.
- Two spellings are focussed upon each day using a variety of strategies:

<b>Phonology</b>	<b>Orthography</b>	<b>Graphology</b>	<b>Morphology</b>	<b>Etymology</b>
The way the word sounds 	The way the word looks 	The way the word feels to write 	The meaning of the word 	Where the word comes from 

- Key vocabulary is sent home with the parents, allowing children to practise key topic words.
- Additional specific and individualised strategies will be used for children that need further spelling support

### **Reading:**

- EYFS and KS1 follow the RWI phonics and reading programme. This gives our children a great foundation to reading, which is then taken into Year 1 and carried into Year 2 if needed.
- Every child reads to their class teacher (KS1/LKS2 once and UKS2 once a fortnight) allowing teachers to monitor their progress and identify next steps. Vulnerable readers are highlighted and intervention is put in place.
- The process of intervention is 'keep up not catch up'.
- Whole class reading sessions provide opportunities to expose children to a range of high quality texts e.g archaic texts, texts with complex plots etc. In these sessions, teachers use discussions and questioning to develop children's comprehension skills and love of reading for pleasure.
- Reading is seen as an essential element of each English unit of study. All staff understand the importance of the explicit teaching of reading skills and four core reading behaviours- fluency, stamina, self-regulation, active reading.
- Reading is prioritised across the wider curriculum and opportunities for children to apply their reading skills are planned for and utilised across a wide range of subjects.
- The schools participate in national events designed to develop a love of reading, such as World Book Day, National Poetry Day and Roald Dahl Day
- The Pawsome Gang is embedded throughout all year groups and key stages ensuring children understand different question types and the strategies needed to tackle each question
- The children all take home an appropriate reading book matched to their reading ability. Classroom reading corners offer a wide selection of 'real books', which again, children can take home to enjoy as additional reading material with their parents/carers.
- Throughout the school year the importance of reading is enhanced through World Book Day, author/poet visits and reading rewards to further enrich our English curriculum. Also, children have access to our school library, which is open every lunchtime for children in Key Stage Two.
- We frequently attempt to engage parents and help them understanding the importance of hearing their children read and reading to their child. Other opportunities used to engage parents: parent workshops, story sacks, parents evening, reading resources.

### **Writing:**

- The whole school long term plan of writing is mapped out under four purposes of writing: to entertain, to inform, to persuade and to discuss.
- Analyse high quality texts and WAGOLLs produced by the teachers, allow children to identify successful ideas, strategies and vocabulary to magpie for use in their own writing.
- Vocabulary is developed through explicit teaching, incidental vocabulary learning and developing a word consciousness
- We endeavour to ensure we provide our pupils with a 'language rich' environment.
- Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of a breadth & depth of language through the use of our knowledge organisers and working walls.
- The study of specific vocabulary is actively planned for in all subject areas.
- We understand the importance of modelling in both reading and writing and that this is an essential part of the writing process.
- Frequent modelling of live writing, sentence play and drafting and editing take place as part of each learning journey.
- Throughout carefully planned sequences of lessons, teachers ensure children have the experience and understanding to be able to complete writing tasks to a high standard. This knowledge and experience is

developed through the use of drama, role play, Hot Seating, T4W, educational visits, research, first hand experiences, virtual reality experiences, reading of high quality fiction and non-fiction texts, interviews, art and visual literacy.

- All writing tasks have a clear purpose, which helps children understand the relevance of the editing cycle: proof-reading, editing and evaluating the effectiveness. When completing writing tasks, children work through a clear writing process at a level appropriate to the ARE.
- The importance of coherence, cohesion, impact and effectiveness is continually stressed to children during the entire writing process.
- High priority is given to the completion of high quality writing tasks, and children's efforts are rewarded in many ways, including; in-class rewards, work displayed within the class or year group, work displayed in a whole school environment, work shared on the school website or in local press, Golden Book awards.
- Children complete triannual writing tasks. These are completed completely independently and serve to inform the teacher of the child's ability to write in a given genre, and to what standard. This then informs the teachers' planning and highlights the child's next steps.
- The Active English grammar programme is well embedded in the English curriculum. Teachers cover the different grammatical features either through discrete sessions or within reading and writing sessions, depending of the level of understanding and /or challenge.
- The Nelson Handwriting programme is followed from Reception through to Year 6. All children complete a 10 minutes handwriting session per day. Pen Licences and handwriting pens are rewarded once a child is using consistent and accurate joining in-line with the policy.

### **Impact**

- Pupils make the best possible outcomes and progress.
- Pupils show a positive attitude to all aspects of the English curriculum and their learning in these areas.
- Children are competent spellers who know, understand and can apply spelling rules and exceptions.
- Children are able to read fluently and demonstrate a clear love of reading, both for pleasure and for learning, and they are able to articulate their attitudes and opinions about books. They can discuss the impact a text has on the reader and can apply these strategies in their own writing. When reading non-fiction, they understand that different texts may present different information and they understand which texts may be more reliable.
- Children are effective communicators who use grammatical features and careful vocabulary choices to communicate their ideas, emotions and opinions concisely to others; through both the written and spoken word. When communicating verbally, they are able to speak clearly, using appropriate intonation and expression – including when debating or speaking persuasively.
- Children are confident when proofreading and editing their writing, highlighting and correcting grammatical and spelling errors and ways to further increase the quality of their writing.
- Children are inspired to write creatively and with passion and purpose, using the ideas they have acquired from their reading (both independent and as a group) and through other curriculum enhancement.
- Children write in a neat and consistent handwriting style in-line with the school policy.
- Children have developed the knowledge and skill-set they need to move into the next stage of their learning and then throughout their adult life.

This is monitored through:

- Book/planning monitoring
- Drop –ins by the English team
- Pupil interviews
- Summative and formative assessment
- Analysis of data
- Moderation

### **Other relevant documents:**

- Handwriting Policy
- Teaching, learning and curriculum policy

- Whole school English overview
- Reading MTPs
- Writing MTPs
- Reading progression of skills
- Phonics progression model
- Grammar progression model
- Writing progression model
- Oracy progression model
- Book banding progression
- Active Spelling handbook