# English Curriculum Statement

**Amended**

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|---|---|---|
| **April 2019** | **June 2021** | **June 2024** |
| **November 2019** | **September 2022** | **September 2024** |
| **April 2021** | **September 2023** | **September 2025** |

**Striving for excellence, caring for all**
**Within a loving and caring Christian environment.**

**Why we believe English is important**

“ ”

Great books help you understand, and they help you feel understood. -John Green

Literacy is a bridge from misery to hope. -Kofi Annan

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. Additionally, fluency in English allows children to explore diverse perspectives and values, fostering a deeper sense of spirituality and moral understanding.

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

- Become literate, articulate and confident individuals who possess a deep love for reading, a robust command of the English language, and the ability to express themselves creatively and accurately in both written and oral forms.

- 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 equipped with the skills to plan, draft, revise and edit their work to ensure the quality and cohesion of their writing.
- Be inspired to write with fluency both 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
  By the end of Year 6

**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:**

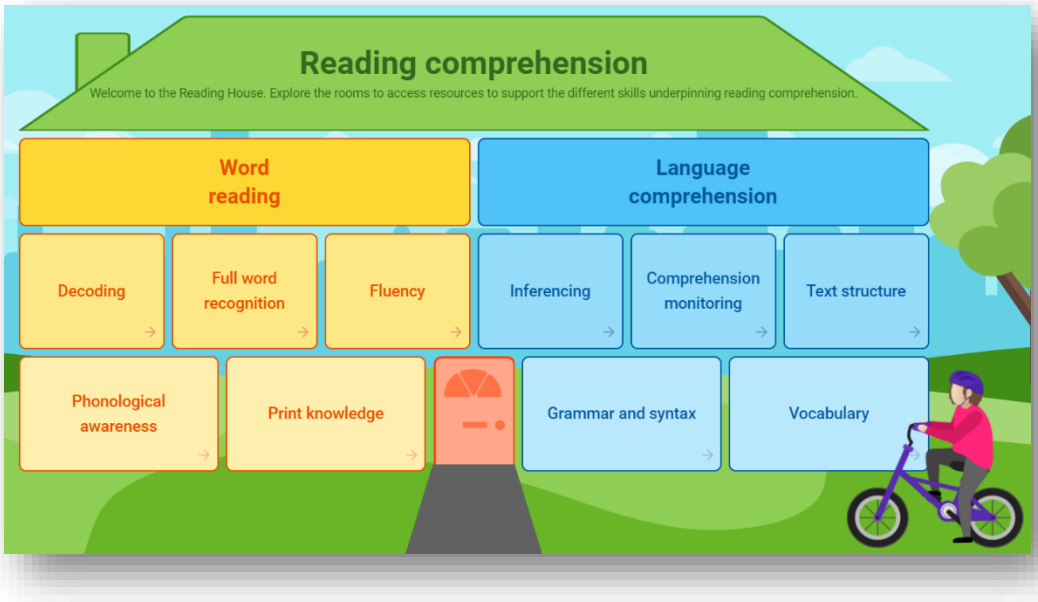
- The Active Spelling approach is used from Year 2 onwards to embed spelling in an active and engaging way.
- Two spellings are focussed upon during each session using a variety of strategies:

| Phonology | Orthography | Graphology | Morphology | Etymology |
|---|---|---|---|---|
| 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:**

- Across the whole school, we uphold a relentless focus on reading. This shared commitment ensures reading is prioritised in every classroom, across all subjects, and throughout the wider curriculum.
- Teaching children to read is fundamental to all other activity that takes place in the classroom. It demands our time, energy, and commitment but it is a complex task. The Reading House provides a helpful point from which to understand that complexity.




- 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 and Y3 once and Y4,Y5 and Y6 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.

- 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 and National Poetry 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 to borrow books.
- 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.
- We have participated in the Lincolnshire Reading Pledge and attained the Bronze Award. The ultimate aim of the Reading Pledge is to ensure that every child, regardless of their background, needs or abilities becomes a confident, fluent and enthusiastic reader.
- Reading ambassadors help to promote reading for pleasure.
- A monthly newsletter is sent parents highlighting high quality reading materials and tips for reading for pleasure.
- Rote poetry is learnt and performed by each class twice a year to support building fluency skills, prosody and comprehension.

**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.
- An awareness of managing cognitive load and balancing opportunities for transcription/composition.
- 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.

- Dictation is used regularly to consolidate grammar, punctuation and spelling knowledge, mirroring the function of decodable books in reading.
- Years 1 and 2, children write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- In Years 3 and 4, children write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- 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 secure the foundational skills of writing confidently and are able to flourish year on year.
- 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
- Subject Rationale
- Curriculum Handbook
- Teaching, learning and curriculum policy
- Whole school English overview
- Long Term Plans
- 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
- Active English handbook
- Read Write Inc portal