

English Curriculum

Intent

Our intent is that all children will:

- Develop a love of reading and writing
- Become accurate, fluent and independent, confident readers and writers
- Use their reading and writing to access the wider curriculum and the real world
- Be given the opportunity to access a wide range of high quality, rich and varied texts
- Be exposed to a wide range of vocabulary which will enable them to articulate ideas both in spoken language and in writing across the curriculum and beyond
- Develop a range of transcription, punctuation and grammatical skills and apply these in writing across the curriculum
- Be given the opportunity to write for a range of contexts, audiences and purposes and to showcase their individual writing style and flair

Implementation

Early reading and phonics is a priority within our school and the ‘love of reading’ is embedded within the ethos of the school.

Phonics; Is taught multiple times throughout the school day (see timetable) across EYFS and KS1. School have recently purchased the DfE accredited scheme “Floppy’s Phonics.” This is to ensure that the teaching of phonics is uniformed across school and all children have access to highly effective phonic teaching. Phonics is taught whole class, with intervention groups provided where necessary, reinforcing and embedding prior learning.

Children are exposed to many reading opportunities throughout the school week eg individual reading, Guided reading and Whole class reading where teaching models and support pupils reading skills. Teachers are skilled at using questioning to deepen pupils understanding of text and to extend vocabulary. There are also further opportunities for teachers to share a ‘class text’ with pupils to extend and deepen the love of reading for pleasure.

Staff are skilled at using a variety of stimuli for writing and close links are made to the Thematic themes and texts chosen within the class to make the clear links of reading, vocab development and writing. Children are taught the skills of writing through a range of different genres to develop a purpose for writing.

Progression documents and ARE documents have been created for reading and writing to ensure coverage of skills and the revisiting and embedding of these skills across the curriculum and also to support differentiation so all pupils can access the curriculum.

Impact

Daily informal, on-going assessments inform staffs understanding of pupil progress and identify next steps for teaching and learning. Marking, verbal feedback, reading records self and peer assessments and use of writing checklists.

Formal assessments include: writing assessment weeks, Salford Reading Age tests, Reading Detective tasks, Floppy's assessments, mock tests for key year groups. Each year group has AREs to support planning and assessment.

Subject leaders meet regularly across the Trust to evaluate systems and procedures, share good practice and identify next steps.

Regular monitoring takes place by subject leaders and within leadership to ensure curriculum is having the required impact on teaching and learning and that learners are ready for the next stage in their learning journey.

Robust teacher assessment is ensured through regular in-house moderation and moderation across the Trust and within the LA.

By the time pupils leave KS2, their English skills will have developed sufficiently for them to gain an understanding of future opportunities and careers.

Timetable requirements

| ASPECT OF ENGLISH | EYFS | Y1 | Y2 | KS2 |
|---------------------------------------|---|--|---|--|
| PHONICS/SPELLING | 3x20 MINS DAILY (FP) | 3x20 MINS DAILY (FP) | 3x20 MINS DAILY (FP) | 1 HOUR WEEKLY FOR SPELLING - AGE APPROPRIATE FOR MOST CHILDREN. SEND AND CHILDREN WITH PW FOR SPELLING - 3X20 MINUTES WEEKLY INTERVENTION AND CATCH UP. CAN BE ILPS AS WELL. PROJECT X INTEREVNTION FOR KS2 SPELLING/PHONICS TO BE PURCHASED. Y5 TRIAL JC+OAK ACADEMY? |
| HANDWRITING | 10 MINS DAILY | 10 MINS DAILY (NELSON) | 10 MINS DAILY (NELSON) | 3X 20 MINS EACH WEEK (NELSON) |
| GUIDED READING | SUMMER TERM WITH HA PUPILS | HA PUPILS FROM AUTUMN TERM AND INTRODUCE OTHER PUPILS WHEN READY | 20 MINS WEEKLY PER GROUP | 20 MINS WEEKLY PER GROUP |
| ENGLISH - WRITING | 30 MINS DAILY | 1 HOUR DAILY SEND PUPILS ADDITIONAL DAILY PHONICS TO KEEP UP | 1 HOUR DAILY | 1 HOUR DAILY |
| WCR | NA | NA | 1 HOUR WEEKLY | 1 HOUR WEEKLY |
| 1-1 READING | 1x WEEKLY AT LEAST AND DAILY LOWEST 20% | 1x WEEKLY AT LEAST AND DAILY LOWEST 20% | 1x WEEKLY AT LEAST AND DAILY LOWEST 20% | 1x WEEKLY AT LEAST AND DAILY LOWEST 20% |
| READING FOR PLEASURE | DAILY | DAILY | DAILY | DAILY |
| BUMP INTO PHONICS/ INCIDENTAL PHONICS | DAILY - CHILD INITIATED | DAILY | DAILY | NA |