



Subject: English

Rationale

We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as members of society.

Our children will leave the school in Year 6 with the ability to access learning throughout their life. They will be able to read, write, express themselves through confident speech and understand the structure of language. In addition to these basic skills that will equip the children for life, we endeavour to build a love for literature, a love of stories and inspire our children to read and write for enjoyment.

It is our aim to develop a desire in our children to pick up a book, to persevere and find that satisfaction in completing a novel.

Characteristics of Well-rounded Orators, Readers and Writers (Curriculum Aims)

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Curriculum Intent

We believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge base in literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Within our school, English is not only a daily discrete lesson; it is the cornerstone of the entire curriculum. It is embedded within all our lessons and we strive for a high level of English for all.

Curriculum Implementation – Writing

Using a book-led approach, pupils begin a writing journey to various text types inclusive of techniques from Pie Corbett and Alan Peat and often using texts suggested by CLPE's Power of Reading resource bank, thus reflecting the ever-changing literary landscape. Children are exposed to heritage texts and contemporary authors and books vary between picture books and novels. Teachers select high-quality texts that engage pupils and choose books in which the pupils can see themselves in, making links to our humanities curriculum where possible. Teachers plan stimulating writing lessons which weave in appropriate grammar skills and choose texts often linked to our PSHE curriculum allowing children to explore sensitive issues through stories together whilst developing their love of books through drama, speaking and listening and writing activities. Children have many opportunities to discuss, debate and develop their ideas and build up their writing stamina through planning, drafting, proof-reading and suggesting improvements to their own and others' writing. We use Spelling Shed to teach the different spelling patterns explicitly and progressively as outlined in the National Curriculum.

Curriculum Implementation – Reading

EYFS & KS1 use the Read, Write Inc programme to begin their journey into reading. With support from experts, we have adapted the programme to create a holistic approach to teaching early decoding, comprehension and spelling skills. Reading skills are also taught explicitly using The Reading Eggspress Comprehension programme from Years 2-6 which shows pupils how to understand the literal meaning of a text, including its vocabulary, and its inferred meaning through a levelled extract and focusing on a single comprehension strategy per text and varying between fiction and non-fiction. The programme also supports pupils in text marking strategies. Additionally, more able readers in KS1 and all KS2 pupils use the Reciprocal Reading approach to guided reading where they further embed such reading skills for continuous practice of mixed skills and question types. All classes enjoy daily story time.

Curriculum Impact

As a result, we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

Along with the use of Power of Reading to teach English, we also use a wealth of other resources and strategies to achieve the aims outlined. We ensure our teaching is engaging and exciting, using technology to inspire and develop skills. We continually research pedagogies and through the lesson study approach, we assess the most effective ways of teaching this subject.