



Curriculum Statement for English

Intent

At Stoborough, we aim to provide the children with a high level of language and literacy skills, as well as a lifelong love of reading. By doing this, we hope to help our pupils to become effective communicators in their lives. Through high quality teaching of phonics and a strong focus on class and individual reading, we want to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often - this will help develop fluency and to gain a good understanding of a variety of texts. The thrill of discovering new texts and instilling a love of reading, is central to the creation of thoughtful and powerful writers at Stoborough. One of our main focuses is promoting a passion for reading in our pupils; this will help them to gain a rich vocabulary and enhance their imagination and creativity to support their writing. Having a secure understanding of the conventions of grammar and language will contribute greatly in building strong, well-spoken individuals which will aid in their written work. Children will gain the ability to write for a range of purposes while learning to write accurately, clearly and coherently. Additionally, activities based around building speaking and listening skills will be developed in class to inspire children to be confident and fluent in their spoken and written work. This will be encouraged through drama in English lessons. Acting and role play really help children to gain confidence in explaining and discussing their ideas and sharing information with their peers. At Stoborough, our vision is for children to enjoy a broad, diverse range of texts, produce creative and accurate written work and develop as purposeful speakers.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

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.

Implementation

Reading:

We want children to develop a passion for reading that will last a lifetime. Children are encouraged to read for pleasure and to read across the curriculum to support their knowledge and understanding in all core

and foundation subjects. We promote a love of reading by sharing stories on a daily basis. Every year group in the school has dedicated time in the afternoon, to share a class book. Each class has a class library with a selection of fiction and non-fiction books for the children to read for enjoyment. We have a well-stocked library for pupils to borrow books. A highlight of our school year is taking part in national World Book Day. We are lucky to have a team of fantastic volunteers, including many parents, who read with children from around the school on a weekly basis. We sing (and read) songs in collective worship and in music lessons and believe this also supports the development of language and reading fluency.

Reading lessons are taught consistently as part of the weekly teaching and learning sequence of English lessons so that children are taught the skills necessary for interrogating texts. We also allocate daily time to teach reading:

EYFS

Children in Reception begin on the Read, Write, Inc programme and remain on the programme until they are secure in their phonological knowledge and have successfully completed the programme. (Usually in the Autumn term of Year 2). We follow a 'keep up, not catch up' approach, so daily intervention is provided to any child who falls behind the expected milestones. In the EYFS, children are encouraged to re-tell familiar stories, rhymes and songs using props, actions and role-play.

Key Stage 1

Children in Years 1 and 2 continue to learn phonics systematically through the Read, Write Inc programme. Guided reading sessions take place regularly to ensure children are reading at the appropriate level. Whole Class Reading involves following the VIPERS approach to teaching specific reading skills to enable good progress in reading comprehension: Vocabulary, Inference, Predicting, Explaining, Retrieval and Sequencing (KS1) or Summarising (KS2). Teachers will follow a timetable similar to the one below in order to ensure all skills are taught evenly.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Monday	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary	Vocabulary
Tuesday	Fiction	Non-fiction	Poetry / songs / picture books / short films	Fiction	Non-fiction	Poetry / songs / picture books / short films
Wednesday						
Thursday	Fiction	Non-fiction	Poetry / songs / picture books / short films	Fiction	Non-fiction	Poetry / songs / picture books / short films
Friday						

Key Stage 2

Children in Key Stage 2 continue to be introduced to rich and challenging texts; links are made to class topics, where possible. Children continue to practise a range of reading skills, based on their class text in English lessons, as well as daily whole-class reading. Guided reading sessions take place regularly to ensure children are reading at the appropriate level.

Home Reading Books:

Children in Reception take home a book to develop spoken language until they are ready to read 'daily ditties.' As the children make progress through the colours in the Read, Write Inc scheme, they take home:

1. A decodable book they are familiar with, to develop confidence and fluency.
2. A decodable book they are not yet familiar with, to further apply their learned phonetic knowledge.
3. A reading for enjoyment book from the school library.

When they have completed the Read, Write Inc programme, children take home a banded book from one of our schemes- such as Big Cat Collins- and a reading for enjoyment book from the library.

Writing:

We have adopted a reading into writing approach. Using rich and challenging texts and film, we ensure that there is a meaningful outcome for a variety of genres so that children are given a real purpose for their writing. Each year group develops their sequence of writing around a text to ensure the children have access to high-quality texts and models. Within a writing unit, there is the opportunity for children to: explore texts, have models and explanations shared with them to identify key features and purpose and audience and practise compositional skills of planning, drafting and editing to improve any written piece. During a unit of work, children are given the opportunity to use drama and discussion to develop their speaking and listening skills. We recognise the importance of writing as a process. Children have regular opportunities to gradually draft and develop their final pieces of writing. Children are given time to edit and improve their written work after feedback from their teacher. The teaching of grammar is interwoven into daily reading and writing lessons so that children are given the opportunity to learn grammar in context.

Spelling:

We use the Spelling Shed scheme to ensure National Curriculum coverage of spellings. We teach a weekly spelling lesson with the week's spelling rule, which is then sent home with the children to practise. Children may practise online via the Spelling Shed games or in their spelling book. A weekly spelling quiz takes place to enable children to practise retrieval of the spelling rules they have been taught.

Handwriting:

Our school handwriting style has been developed to help children to learn to write with fluency and accuracy, and is taught and modelled consistently throughout the school. Children in the EYFS begin to write, first forming the letter shapes while making the phonetic connections to the letter sounds through the RWInc programme. They then gradually progress through the journey of writing to joining the cursive script into fully joined words. The cursive script formation we use is taken from the Letter-join Scheme.

How are all learners supported to make progress?

Quality first teaching:

We ensure that *all* children at Stoborough receive quality first teaching, including:

- Clearly designed lesson plans
- Appropriate use of modelling, explaining and questioning to engage with higher levels of critical thinking skills
- Many opportunities to discuss and rehearse orally before writing
- High quality modelling of learning
- High expectations for all, including an expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils
- Challenges to further their knowledge through verbal feedback
- Access to spelling shed at home to practise spellings
- Individual reading with the children and opportunities to read in lessons
- Teacher reading of the class text, daily
- Targeted scaffolding for children who need more support, including: writing frames; word banks with key vocabulary; sound mats; tinted overlays; writing slope
- Key vocabulary on display (used in class and explained) and also on knowledge organisers

- Access to high-quality texts to engage the children when enhancing their reading skills and producing written work
- Opportunities to go to the school library to explore books
- Pre-teaching of vocabulary

Interventions

Children's progression and learning is observed closely so teachers can identify and provide focussed interventions to support children to keep up. Intervention groups, which are monitored closely, include pre-teaching, spelling support, handwriting, reading and writing.

Impact:

Through formative assessment, the children are consistently receiving feedback on their learning achievements verbally and this is sometimes in the form of conferencing. Children will receive verbal feedback in each lesson to support them in succeeding; this may be linked to the child's individual target or the learning objective for the lesson. Occasionally, the class teacher will have individual conferencing with the children to target specific areas with each child.

Assessment of reading is achieved during our Read Write Inc and Whole Class Reading sessions. These sessions allow for staff to guide the children with their reading and provide the opportunity for discussions around the reading skills used. Development of vocabulary is also key in these sessions. Having the opportunities to have whole class or group discussions provides the teachers with the knowledge of which groups of children need what kind of support. This aids any target setting and future lessons.

Our summative assessments follow use of the NFER tests and these are used to assess the children's learning to see where teachers need to focus their next steps for each child.

Children in the EYFS are assessed against the Early Learning Goals in Literacy. Teachers in Year 1 assess pupils against the national curriculum objectives. Year 2 use SATs to aid teacher assessments in Reading and Writing. For children in Year 3, 4 and 5, use of end of year NFER tests are taken for Reading and GPS to aid teacher assessment. Year 6 are assessed for reading and GPS with national SATs and with teacher assessment in writing.

Phonics is assessed every 6 weeks to decide the groupings of the children. This ensures that each child is in the correct group for their progression.

Internal moderation takes place for all year groups and external moderation in Reception, Year 2, 4 and 6.