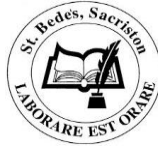


# English



## Curriculum Intent

Our school's philosophy of language is that the teaching of English has a crucial role to play in equipping learners with the language skills they need to become effective members of their own communities, the world of work, and of society in general. The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

We intend:

- To ensure pupils have learned the knowledge and skills set out in the National Curriculum.
- To ensure pupils leave us with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.
- To ensure our curriculum promotes resilience.
- To ensure pupils have a confident and positive experience of English.
- To ensure that pupils read easily, fluently and with good understanding.
- To give pupils opportunities to ensure that they develop the habit of reading widely and often, for both pleasure and information.
- To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge.
- To encourage children to become enthusiastic, reflective and critical readers through contact with increasingly challenging texts which will develop their comprehension skills.
- To give pupils opportunities to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- To give pupils the opportunity to appreciate our rich and varied literary heritage.
- To ensure that pupils are given the opportunity to learn how to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

To help children enjoy writing and recognise its value.

- To know the features of and produce pieces of writing in a variety of styles (genres).
- To write with increasing accuracy and meaning according to word choice, use of grammar and punctuation.
- To enable children to write with accuracy and meaning in narrative and non-fiction.
- To develop the children's ability to use planning, drafting and editing to improve their work.
- To develop children's abilities to reflect on their own and others' contributions and the language used in a range of activities.
- To ensure pupils are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- To enable children to speak clearly and audibly in ways which take account of their listeners.
- To encourage children to listen with concentration in order to be able to identify the main points of what they have heard.
- To enable children to adapt their speech to a wide range of circumstances and demands.

## **Curriculum Implementation**

### **Sequence**

English is a core subject in the National Curriculum. We use the National curriculum 2014 as the basis for implementing the statutory requirements of the programme of study for English. Planning is progressive and staff are using a progression document produced by the Local Authority to support this (see appendix 1). The Long term plans identify genres and texts to be studied in each year group. The medium term plans identify the main teaching targets for each term, which will deliver the key objectives. These plans are informed by assessment from the previous term and ensure an appropriate balance, emphasis and distribution of work across each term. In writing, short term planning should follow a particular sequence so that the children are able to practise skills (genre features, punctuation, spelling and grammar, planning, drafting/writing, editing). The English subject leader alongside the Head teacher are responsible for keeping and reviewing these plans.

The children will be given opportunities to read across a range of subjects and lessons and each Friday morning is dedicated to guided reading sessions and the teaching of focused reading skills.

In EYFS and Key Stage 1, children are taught phonics daily and assessed regularly. Based on this assessment the children are then moved around in their phonics' groups accordingly.

# Curriculum Impact

## Writing

Teacher's short-term assessment is an ongoing part of every lesson and these assessments lead to individual targets, sometimes written on the children's success criteria grids before a piece of written work. Following termly assessments or where the teacher sees a child's target has been met securely over a number of pieces of writing, targets are adjusted where appropriate and new targets may be set.

At the end of each term, children will complete an assessed piece of writing in their portfolio and these will be assessed alongside other pieces of writing in their English book to see where the children are at. Termly reviews and end of year reports record progress of each child for the parents.

At the end of each year, teacher assessments are passed on to the next teacher to inform planning. Children undertake the national tests at the end of Year 2 and Year 6. Progress made is compared against school and national targets.

## Reading

Assessment can take place whenever pupils are engaged in reading activities and whatever type of text is being read.

Individual, whole class and guided reading sessions provide the main opportunities for monitoring pupils' progress and achievements in reading and for setting targets for future teaching. Monitoring involves both pupil reading and discussion. Note is made of:

- Evidence that the pupil has early concepts of print – e.g. orientation of book, that print is read
- Reading strategies that the pupil uses – the pupil should use a range of strategies to decode unknown words e.g. graphic, phonic, contextual
- Level and sophistication of understanding – literal, inference and deduction
- Response to book
- Fluency
- Intonation and expression
- Awareness of audience
- Attitude to reading

A written record is made of every individual reading conference and for pupils with whom the teacher works during guided reading sessions alongside the children's stranded sheet for reading.

At the end of each term, children will complete a reading assessment and these will be used alongside teacher assessment to assess children's progress. Termly reviews and end of year reports record progress of each child for the parents.

At the end of each year, teacher assessments are passed on to the next teacher to inform planning. Children undertake the national tests at the end of Year 2 and Year 6. Progress made is compared against school and national targets.