

# English Curriculum



## Rationale

At Crompton Primary School, we believe that a high-quality English curriculum should develop children's love of reading, writing and discussion.

Through our reading curriculum, children will develop their reading skills and secure an understanding of the different components of comprehension. They will have the opportunities to develop culturally, emotionally, intellectually, socially and spiritually. We want children to read for pleasure by having access to a wide range of text types, genres and authors. To achieve this, we realise the importance of children playing a key role in the purchasing of books.

Our writing curriculum will encourage children to take pride in their written work. We recognise the importance of children being able to write clearly and coherently for a variety of purposes and audiences, whilst developing their own individual flair. We aim to expose our children to a wide range and high level of vocabulary which they can use effectively in all areas of the curriculum.

Children at Crompton are provided with ample opportunities to take part in discussion, whether it be whole class, small groups or on a one to one basis. Our aim is to motivate children to become confident in speaking and listening, whilst developing the skills necessary to be able to discuss and communicate effectively.

## Intent

The National Curriculum (2014) 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

We aim to ensure that our children have access to a high-quality English curriculum that is both engaging and stimulating. We want to develop our children into confident speakers, proficient writers and allow them to have a love of literature through reading for pleasure.

We aim to develop all aspects of English to enable every child to develop skills and knowledge to communicate and explore, understand and be understood, and to be curious and proactive learners.

## **Implementation**

### **Reading**

At Crompton, we see reading as something valuable throughout the school. We feel reading creates many opportunities for every child at our school and we want children to experience the pleasure of the subject. We have always valued how much reading extends children's imaginations, as well as contributing to how they work in everyday life. We are very clear about what we want our children to achieve in reading as they move through school and therefore support our children in every way towards reaching these goals.

### **Read Write Inc.**

In Nursery, children begin exploring the world around them and asking questions about pictures and objects. Here the children are introduced to the Read Write Inc. signals. Stories are shared with children and discussed using a 'thinking out loud' approach. Here children are encouraged to question and explore stories as well as play games linked to different texts. This is extended when children are introduced to the picture frieze and begin to recognise that each picture is linked to a sound. Their knowledge is built upon through games and provision where they begin to hear words broken into phonemes and graphemes.

In Reception, the children continue to use and learn the Read Write Inc. signals as their knowledge of the picture frieze is recapped and built upon by introducing letter sounds both visually and orally. They also begin to understand how each letter is formed and practise these in sand, on big paper, on whiteboards and with playdough during continuous provision. Through interactive lessons full of partner work and role-play, the children become familiar with the 44 initial sounds. Children develop their 'Fred talk' skills from Nursery and play daily 'Fred Talk' games to increase their ability to blend initial sounds. Once children are confident in Set 1 sounds, oral blending and decoding and blending CVC words, they are introduced to Ditties/storybooks. After baseline assessments are completed, children are streamed and taught in groups based on ability across EYFS and KS1. Children are assessed on a half term basis. Any children who are identified as to have any gaps in their phonic knowledge, receive further 1:1 or small group interventions specifically targeted to their need to help them 'keep up'.

In Key Stage One, children recap their knowledge of Set 1 sounds and continue to develop their understanding of Set 2 sounds. Lessons follow the same structure to those in

Reception and children continue to use the Read Write Inc. signals and praise. Once children are secure with Set 1 and Set 2 sounds and can confidently decode and blend in their heads, they begin to learn Set 3 sounds and continue to build their fluency. Children continue to read phonic books that are closely matched to their increasing knowledge of phonics and 'tricky' words and their fluency is developed as they re-read the stories. Here, along with a thought-provoking introduction, prompts for thinking out loud and discussion, children are helped to read with a storyteller's voice. Throughout Key Stage One, the children are assessed half termly to check their knowledge of new sounds, blending and nonsense words. This assessment then determines which phonic group they are placed in. Any children who are identified as to have any gaps in their phonic knowledge, receive further 1:1 or small group interventions specifically targeted to their need to help them 'keep up'.

We always understand that for a small number of children, they will not have unlocked the phonics code by the time they reach Key Stage 2 and it is therefore necessary to continue learning Set 1,2 and 3 sounds and develop their fluency skills. These children will receive 1:1 tailored phonics sessions where they learn new sounds, consolidate previously taught sounds and read sounds in words. Children continue to read phonic books that closely match their growing phonics knowledge and 'tricky' words and they continue to develop their fluency.

### **Reading lessons**

When children have completed the Read Write Inc. programme, which for many children is during Year 2, children are given more of a comprehension focus in how they learn. This is taught through whole class reading lessons. We want our children to experience a variety of different texts and genres, we therefore have a set of reading lists in place for each year group to work through. Teachers introduce texts to children that they know will engage, challenge and create a love for reading. If necessary, teachers may choose to use texts that relate to their current topic, however, they mostly consider what reading skills their particular year group will be gaining from these texts.

Reading lessons take place daily from Year 2 to Year 6 and always consist of a comprehension focus. However, we want our children to see this as much more than just answering questions about texts, but opportunities for discussion, self-reflection and understanding. Teachers always plan their lessons with particular skills in mind, many of which they get from The Literacy Shed. These skills are known as **VIPERS**:

**V**ocabulary - find and explain the meaning of words in context.

**I**nfer - make and justify inferences using evidence from the text.

**P**redict - predict what might happen from the details given and implied.

**E**xplain - explain how content is related and contributes to the meaning as a whole; explain how meaning is enhanced through choice of language; explain the themes and patterns that develop across the text; explain how information contributes to the overall experience.

**R**etrieve - retrieve and record information and identify key details from fiction and non-fiction.

**Summarise** - summarise the main ideas from more than one paragraph.

Teachers may focus on one or more of these particular skills in a lesson. Teachers also focus on other reading skills they feel might be important to their individual classes, which range from pinpointing key facts in texts to how to skim through larger texts to find the information they need.

Children in each year group also complete termly assessments in reading. This is in the format of a comprehension task specific to the year group they are working at and is judged alongside their book banded level. This provides teachers with a clear understanding of the progression their children are making in reading, which also gives them a clear idea of how their children can move forward in the subject.

When children complete a piece of reading work, we also see marking and feedback as a fundamental way of making sure our children know how to move forward. Every child's work is marked at the end of a reading lesson and should always celebrate their achievements in that particular lesson. Children also have opportunities to peer mark, self-assess and edit their work where necessary, which should help clear any misconceptions from the lesson, as well as give them opportunities to up-level their work.

### **One to one reading time**

As well as completing daily reading lessons, staff throughout school have one to one time with their children to listen to them read. During this time, teachers focus on both the children's fluency and understanding while reading a variety of text types. Children progress through different reading stages as they move through school, which allows them to continue learning new reading skills and become more familiar with different text types.

In addition to our reading lessons we give children opportunities to develop their reading for pleasure by:

- Providing all children with a stimulating range of fiction and non-fiction texts;
- Reading aloud to children;
- Providing opportunities to learn about different authors throughout the school;
- Exposing children to an extensive vocabulary from Foundation Stage onwards;
- Ensuring children become independent and reflective readers who are able to develop their own personal tastes;
- Providing a regular reading for pleasure session;
- Providing a class library in each year group and a whole school Book Nook;
- All staff promoting their passion for reading;
- Encouraging children to develop their love of reading at home with a weekly reading journal;
- Inviting families in for reading evenings.

## **Writing**

Lessons are planned and sequenced so that new knowledge and skills build on what has been taught before. Teachers ensure that that all objectives are taught by referring to our Long-Term Plans.

During lessons, teachers clearly model writing skills and use working walls to guide children in their independent writing; guided writing sessions are used to target specific needs of whole class, groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions – applying their taught skills to an unsupported piece of writing. Throughout the Early Years, Key Stage 1 and Key Stage 2, we teach writing through a text or film-based approach, which allows us to meet the needs of the children that we are teaching – through choosing a text or film clip that will engage, inspire and motivate.

As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing in different genres. Through covering at least one text per half term in depth, children are given the opportunity to put their writing skills into practice through a variety of written pieces. Each term, children will publish a piece of writing and some will be displayed on clipboards in the corridors throughout the school; this is known as “Clip it, clap it”. This allows children to have a written piece of work on the walls, which can be seen and celebrated by all, as well as knowing they are writing for a purpose and being seen as real writers. Pupils are taught discrete punctuation and grammar skills, appropriate to their year group, within our text or film-based approach to planning, allowing opportunities to identify, practice and consolidate grammatical understanding, whilst also being immersed in a text or film. Children then apply the grammar and punctuation skills that they have learnt in their other pieces of writing. We aim to develop children’s ability to produce well-structured, detailed writing in which the meaning is made clear and engages the interest of the audience / reader.

They achieve this by:

- being exposed to rich texts and film clips, linked to their writing;
- having writing carefully modelled for them by skilled staff;
- being exposed to a rich vocabulary;
- shared writing experiences;
- providing opportunities to write for a specific audience and purpose;
- being taught the writing processes of planning, drafting, revising, proof-reading, editing and re-drafting;
- understanding how texts are structured;
- being provided with opportunities to develop their skills in punctuation and grammar;
- being taught phonics and other spelling patterns through a systematic and progressive approach.

As a result, our pupils demonstrate that they can write for a range of purposes across the curriculum which can be seen in their books, on displays and in their various cross-curricular homework projects which they enjoy creating.

## **Impact**

In order for this to happen, everyone in our school takes responsibility for the progress and standards achieved by the children. The English Leader along with the Senior Leadership Team take responsibility for the monitoring of the English curriculum. The English Leader monitors for appropriate pitch and progression at least once every term. This monitoring takes the form of lesson observations and feedback; learning walks and pupil voice conversations; book scrutinies and moderation. Assessments are carried out termly and all teachers contribute to a termly Pupil Progress Meeting where the data is analysed and targets are made by highlighting next steps for all pupils.

These factors ensure that we are able to maintain high standards and that our children are expressive, confident and articulate in their literacy skills, whilst enjoying the subject and valuing its importance in everyday life.