



English

Purpose of study

English has a pre-eminent place in education and society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Intent

Our thoughtfully crafted curriculum is built upon a progression of knowledge, skills and understanding from EYFS to Year six. It is reviewed, refined and adapted (by class teachers and subject leaders) to ensure that the curriculum meets the diverse needs of all of our children.

Our curriculum is based on our core values of 'Aiming high together to be: kind, cooperative, resilient, responsible and ambitious' where striving to be the best we can be underpins all we do.

At present, we fully meet the aims of the national curriculum. We hope in the future, once we have fully embedded and mastered our skills, knowledge and understanding progressions, to exceed the national curriculum expectations.

Our curriculum provides opportunities for all children to speak, listen, read and write fluently in order to communicate their ideas and emotions to others. From EYFS to Year six all our children are provided with a curriculum where they can read easily, fluently and with good understanding. Equally, to develop the habit of reading widely and often, for both pleasure and information. In addition, to acquire a wide vocabulary and an understanding of grammar for reading, writing and spoken language. Our curriculum provides for children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Discussion is included in order to learn from others and the opportunity to elaborate and explain their thinking and ideas. Our curriculum intends for all children to be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

Coverage of curriculum objectives includes daily phonics and word sessions in EYFS and KS1. This programme also develops vocabulary and builds systematically on childrens' current knowledge. Links are made between known and new vocabulary with discussion about the meaning of words. Based on the national curriculum, a specific in-house programme for spelling in KS2 is practised daily including spelling rules/patterns and common words/common exception words. Handwriting is taught daily in EYFS, KS1 and where needed in early KS2 to aid fluency.

All children partake in one daily reading lesson and receive interventions as and when required if additional needs are identified. Children experience guided reading sessions, follow-up tasks, reading for pleasure, vocabulary skills and whole-class reading. Reading comprehension (both fiction and non-fiction including poetry) is taught throughout the school with interventions as and when required. Teachers remain responsive to each individual cohort's needs.

Equally, all children partake in one daily writing lesson and again receive interventions as and when required. Objectives are met through the principles of 'Talk for Writing' (from EYFS to Year five and adapted in Year six to respond to the cohort's needs where appropriate) where the writing journey is mapped out over a period of up to four weeks per genre. COLD writes (an assessment piece at the start of a new unit to help teachers plan) begin a new text type followed by lessons in sentence building, grammar, punctuation and spelling. Writing will include narratives, explanations, descriptions, comparisons and evaluations leading to a HOT write (an end of unit assessment to see progress) at the end.

Opportunities are planned within each aspect of English for children to engage, talk, dramatise, read, write and reflect both independently and through co-operation with others. Work is provided to facilitate daily practice and allow children to be creative/ambitious. This enables all children to progress and deepen their understanding from their starting points. Children will develop the stamina and desire to read, write and spell at length in order to further their skills.

The needs of all children are met through planning and delivery of specific skills. This is carried out in a variety of ways such as: differentiation through outcome or task, adult support, adapted tasks or materials and pre-teaching of skills and vocabulary where necessary. On some occasions, skills knowledge and understanding may be adapted to make learning accessible for all, whilst at the same time ensuring challenge.

Impact

The impact of our English teaching can be seen in many ways from daily speaking and listening activities, fluency and in children's' reading and writing books. With the reading and writing journeys well established in both key stages, we would expect to see progress, sustained learning and transferrable skills. Children at Eastington Primary will be expected to demonstrate a deepening of cross-curricular writing skills showing consolidation of specific grammar, punctuation and spelling. This includes GREEN writes where children apply taught skills from English in another context. As a result, children will show ambition, resilience and responsibility as they develop their creativity, writer's craft and manipulation of grammar and punctuation.

We aim to celebrate children's achievements in this subject in a variety of ways. This could include displays, celebration assemblies, sharing on school website, peer evaluation and whole class discussions. This not only supports pupils' self-esteem and motivation but raises the profile of the subject throughout the school community.

Formal tracking using Insight, and assessments using Rising Stars (reading, vocabulary, grammar and punctuation) will support our observations and allow impact to be tracked numerically. (Three times per year). Writing assessments are a combination of HOT and GREEN writes where independent work is measured. Leaders may moderate within the school and externally to ensure accurate assessment.

Our developing curriculum is being monitored and reviewed by the school leadership team and subject leaders to ensure the intent and implementation of the curriculum is reflected in the day to day teachings at Eastington. A wide range of evidence is gathered through: data analysis, work scrutiny, teacher and pupil conferencing or surveys, and learning walks. From this, the impact of our curriculum will be analysed and the necessary adaptations and alterations will be made to support the learning of all children.