

English Curriculum

Intent

Our intent is that all children will:

- Develop a love of reading and writing
- Become accurate, fluent and independent, confident readers and writers
- Use their reading and writing to access the wider curriculum and the real world
- Be given the opportunity to access a wide range of high quality, rich and varied texts
- Be exposed to a wide range of vocabulary which will enable them to articulate ideas both in spoken language and in writing across the curriculum and beyond
- Develop a range of transcription, punctuation and grammatical skills and apply these in writing across the curriculum
- Be given the opportunity to write for a range of contexts, audiences and purposes and to showcase their individual writing style and flair

Implementation

Early reading and phonics is a priority within our school and the 'love of reading' is embedded within the ethos of the school.

Phonics is taught multiple times throughout the school day (see timetable) across EYFS and KS1. Schools have recently purchased the DfE accredited scheme "Floppy's Phonics." This is to ensure that the teaching of phonics is uniform across school and all children have access to highly effective phonic teaching. Phonics is taught whole class, with intervention groups provided where necessary, reinforcing and embedding prior learning.

Children are exposed to many reading opportunities throughout the school week e.g. individual reading, Guided Reading and Whole Class Reading where teaching models and support pupils' reading skills. Teachers are skilled at using questioning to deepen pupils' understanding of text and to extend vocabulary. There are also further opportunities for teachers to share a 'class text' with pupils to extend and deepen the love of reading for pleasure.

Staff are skilled at using a variety of stimuli for writing and close links are made to the Thematic themes and texts chosen within the class to make the clear links of reading, vocabulary development and writing. Children are taught the skills of writing through a range of different genres to develop a purpose for writing.

Progression documents and ARE documents have been created for reading and writing to ensure coverage of skills and the revisiting and embedding of these skills across the curriculum and also to support differentiation so all pupils can access the curriculum.

Impact

Daily informal, on-going assessments inform staffs understanding of pupil progress and helps them to identify next steps for teaching and learning. This includes marking, verbal feedback, reading records, self and peer assessments and the use of writing checklists.

Formal assessments include: writing assessment weeks, Salford Reading Age tests, Reading Detective tasks, Floppy's assessments, mock tests for key year groups. Each year group has AREs to support planning and assessment.

Subject leaders meet regularly across the Trust to evaluate systems and procedures, share good practice and identify next steps.

Regular monitoring takes place by subject leaders and within leadership to ensure curriculum is having the required impact on teaching and learning and that learners are ready for the next stage in their learning journey.

Robust teacher assessment is ensured through regular in-house moderation and moderation across the Trust and within the LA.

By the time pupils leave KS2, their English skills will have developed sufficiently for them to gain an understanding of future opportunities and careers.

Timetable requirements

ASPECT OF ENGLISH	EYFS	Y1	Y2	KS2
SPOKEN LANGUAGE	DAILY THROUGHOUT ALL ASPECTS OF THE CURRICULUM			
PHONICS	DAILY FLOPPY'S PHONICS	DAILY FLOPPY'S PHONICS	DAILY PHONICS AS NEEDED.	
1-1 READING	1X WEEKLY AT LEAST AND DAILY WITH LOWEST 20%	1X WEEKLY AT LEAST AND DAILY WITH LOWEST 20%	1X WEEKLY AT LEAST AND DAILY WITH LOWEST 20%	1X WEEKLY AT LEAST AND DAILY WITH LOWEST 20%
GUIDED READING	SUMMER TERM WITH ANY PUPILS WHO ARE READY	FROM AUTUMN TERM WHEN PUPILS ARE READY	20 MINUTES WITH EACH GROUP T AND TA ROTA – AT LEAST FORTNIGHTLY	20 MINUTES WITH EACH GROUP T AND TA ROTA – AT LEAST FORTNIGHTLY
WCR	NA	NA	X1 LESSON WEEKLY	X1 LESSON WEEKLY
READING FOR PLEASURE	DAILY	DAILY	DAILY	20 MINUTES DAILY 2X ADULT LED 1X BOOK CLUB 1X PARNTER READ 1X INDIVIDUAL READ
LIBRARY	ONCE PER WEEK – CLASS LIBRARY	ONCE PER WEEK	ONCE PER WEEK	ONCE PER WEEK
BUMP INTO PHONICS/INCIDENTAL PHONICS	DAILY CHILD INITIATED	DAILY	NA	NA
DRAMA	DAILY CHILD INITIATED ROLE PLAY CLASSROOM AREAS	ROLE PLAY DAILY	WITHIN ENGLISH LESSONS AND ACROSS THE CURRICULUM	WITHIN ENGLISH LESSONS AND ACROSS THE CURRICULUM
ENGLISH WRITING	30 MINUTES DAILY	1 HOUR DAILY	1 HOUR DAILY	1 HOUR DAILY
SPAG	NA	ENGLISH OMS DAILY	ENGLISH OMS DAILY Y2 OAK ACADEMY 2X 30 MINUTES SESSIONS EACH WEEK.	ENGLISH OMS DAILY OAK ACADEMY 2X 30 MINUTES SESSIONS EACH WEEK. 2X 30 MINUTE DISCRETE LESSON PER WEEK (Y6)
HANDWRITING	15 MINUTES DAILY DISCRETE AND WITHIN PHONICS SESSIONS	15 MINUTES DAILY DISCRETE AND WITHIN PHONICS SESSIONS	15 MINUTES DAILY NELSON	15 MINUTES DAILY NELSON UNTIL FLUENT

SPELLING	DAILY FLOPPY'S PHONICS	DAILY FLOPPY'S PHONICS AFTER PSC ASSESS RE PHONICS FOR SPELLING	Y2 OAK ACADEMY 2X 30 MINUTES SESSIONS EACH WEEK. CONTINUE DAILY PHONICS FOR THOSE CHILDREN NOT PASSING PSC	OAK ACADEMY 2X 30 MINUTES SESSIONS EACH WEEK. CONTINUE DAILY PHONICS FOR THOSE CHILDREN NOT PASSING PSC
READING INTERVENTION FOR TARGET PUPILS	DAILY CATCH UP FOR PHONICS.	DAILY CATCH UP FOR PHONICS.	DAILY QUICK-FIRE SESSIONS TO DEVELOP AT A GLANCE READING USING FRY'S WORDS. THEN READING SPEED INTERVENTIONS DAILY UNTIL FLUENT.	
WRITING TRANSCRIPTIONAL FLUENCY INTERVENTION FOR TARGET PUPILS			DAILY QUICK-FIRE SESSIONS TO DEVELOP TRANSCRIPTIONAL FLUENCY. FOCUS ON HANDWRITING SPEED, AUTOMATICITY, SPELLING, PUNCTUATION.	

*Across all classes, particular intervention will be delivered as required, covering any aspect of English – see RAP.