

## Intent for English

### **Aims:**

The aims of our English curriculum are that every child will learn the key literacy knowledge skills required to become life long learners along with developing a love of language and reading which will last beyond their Primary years. We believe strong learning in reading, writing, language and communication are fundamental to success in many areas of education, work and life.

### **Curriculum Principles:**

Our curriculum ensures that learning is **purposeful and relevant** by **linking learning** in English to other subjects and topics whenever it is appropriate. 'Real' reasons to write based on direct experience or creative stimuli build on children's natural **curiosity**, extend their vocabulary and enable pupils to **express themselves** through written and spoken language. Being able to read and communicate effectively opens the door to success across the whole curriculum, thus building **self-esteem** and enabling unique strengths in other areas to be fully recognised and appreciated. All successes and steps in learning, however small, are celebrated and encouraged. Children are taught to **relish the challenge** of reading increasingly complex texts, using a wider vocabulary and expanding their ability to express themselves as a writer.

### **Knowledge and skills taught:**

All staff have access to the English overview which outlines knowledge and skills that need to be taught during lesson time.

In Early Years, children will:

- Be encouraged to link sounds and letters to begin to read and write.
- Be given access to a wide range of reading materials to spark their interest.
- Listen attentively to stories and respond to what they hear with relevant comments.
- Express themselves effectively and develop their own narratives and explanations by connecting ideas or events.
- Read and understand simple sentences, use phonic knowledge to decode regular words and begin to read some irregular words.
- Use their phonic knowledge to write words in ways which match their spoken sounds.
- Write simple sentences which can be read by themselves and others.

In Key Stage One, will :

- Continue to learn new grapheme-phoneme correspondences and revise and consolidate those learnt earlier.
- Develop the skill of blending sounds into words for reading and establish the habit of applying this skill when they encounter new words
- Develop the physical skills needed for handwriting
- Organise their ideas in writing
- Orally rehearse sentences and use oral rehearsal to build vocabulary
- Listen to and discuss a wide range of stories, poems, plays and information books
- Spell a range of homophones, common exception words containing GPCs and read some common exception words from sight

In Key Stage Two, pupils will:

- Decode most new words outside of their spoken vocabulary.
- Spell words using their knowledge of phonics, morphology and etymology.
- Develop vocabulary to support independence, fluency and enthusiasm in reading
- Write with good punctuation; understand how to use features of a text to enhance their writing; write with more varied grammar, vocabulary and narrative structures and show an understanding of how writing differs from speech.
- Write using joined handwriting accurately and fluently.

- Become more confident in using language in a variety of contexts i.e. drama, formal presentations and debate
- Prepare readings with appropriate intonation and present a familiar story in their own words.
- Infer the meaning of unfamiliar words and be able to discuss what they have read.
- Be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar
- By the end of year 6, pupils will be able to read and write with sufficient fluency and be able to manage the general demands of the curriculum in year 7.

### **Cultural Capital:**

All staff at Steeple Claydon School have contributed to create a 'Reading Spine' which details a range of books children should read or have read to them in each year group. Each topic in the wider curriculum also has a linked text identified which supports the learning. This range of books ensures that children experience texts from a variety of genres, cultures and backgrounds along with modern and older 'classics.' Books have also been selected to address matters such as equality, the environment, wellbeing and resilience. The library also contains a wide range of books for children to choose from.

### **Links to other areas of the curriculum:**

Many of the English units of work taught link directly to the topic being studied across other subjects. Learning in many other subjects (particularly history, geography, RE and science) involves reading and writing as an integral part. In addition, stories, music, a piece of art etc can be used in any combination as stimuli for each other.

## Throughout the Curriculum

All topics now have a link text which put reading at the core of our curriculum and engage children in a range of curriculum subjects

These texts are high quality and represent fiction, non-fiction, poetry and classics as well as writing from other cultures

Words of the Week are common across the school and allow practise in different contexts.

Each class will have a list of vocabulary associated with their topic displayed in the classroom for use throughout the term.

## In English Lessons

English lessons are taught through high quality texts, beginning with phonics using the Read Write Inc, programme.

Talk for Writing principles are used selectively in most year groups to increase engagement with text.

Reading lessons are included within English sequences of work, particularly in the 'investigate' stage of the writing process – displayed in every classroom.

# Teaching Reading at *Steeple Claydon School*

Guided reading lessons are broken into discrete skills, including grammar, spelling and vocabulary.

Each class has a discrete, extended reading comprehension lesson each week. Each lesson focuses on a different reading skill, for example: prediction, inference, comprehension monitoring, summarising.

Reading comprehension lessons can be heavily discussion based, but at least one in three of each type is recorded in guided reading books.

## In Guided Reading Lessons

Reading challenge events have increased the quantity of 'reads' being recorded in blue planners by up to 320%.

Accelerated reader programme ensures that children take home a book that is precisely matched to their reading level.

Accelerated reading quizzes allow teachers to monitor the quality of reading at home as well as the quantity and assessments inform teacher judgement at the end of each term.

Reading survey of parents conducted found that 85% children read 'everyday or nearly everyday' and 0% read less than once a week, pupil voice echoed this.

## By Engaging Families

## Throughout the Curriculum

Children are given the opportunity to write in many lessons. Writing outcomes are far more effective if the children have a reason for writing which is interesting and relevant. This may not be a whole piece of writing but could be notes from a discussion or labels on a diagram etc. By writing during lessons in other subjects and linking English lessons to topics being studied, where appropriate, children gain increased enjoyment in writing, see its purpose more widely and can use the knowledge they have gained in context.

## Engaging Families

Weekly spellings being sent home helps to encourage parents to engage with spelling practice.

Weekly English homework is set to encourage writing at home.

Workshops for parents on phonics, spelling and building confidence in young writers at home are held annually when possible.

# Teaching **WRITING** at *Steeple Claydon School*

On Thursdays, when homework is set, teachers set up to 10 spellings to be learnt. These will be sent home so parents can support the learning process. The list of these spellings can be found on the spelling overview document. On a Wednesday, these spellings are tested by the teacher in the style of dictation sentences. The teacher will read out four sentences (containing the spellings that were sent home for revision) and the children will write them into their spelling books.

Spelling and handwriting practice sessions take place for 10 minutes at the beginning of each English lesson. The children practise writing 2-3 of their weekly spellings, using the correct joins, which are taught directly by the teacher, at the top of their English books – so that the children can always see their best effort!

## Handwriting and Spelling

The children are taught in 3-staged units (often a week each), with each stage of the unit being aimed at teaching particular skills and targeting a specific part of the writing sequence.

- 1 – learn the new text type and understand it's features by participating in investigation lessons.
- 2 – honing in on learning a new writing skill and building up vocabulary, punctuation and sentence style.
- 3 – using all skills learnt over the last two stages to plan, write and improve our own version of the new text type. Here we will have sentence constructing lessons, peer review, published work for a specific audience and even performances of our text!

## In English Lessons