**Logo

Description automatically generatedKirk Ella St Andrew’s Primary**

**School English Curriculum**

* Good literacy and communication skills are vital in enabling children to access all other areas of learning and to participate fully as members of society. We aim to equip all children with these skills through our English curriculum.
* We strive to provide children with a literature rich environment and develop a culture where a love of reading is intrinsic. We want all children to experience a wide range of literature that will inspire them to read and develop their creativity as writers.
* We aim to produce children who are excellent readers. Beginning with early phonics, we aim to equip children with excellent reading skills (decoding, fluency and comprehension). We want them to understand the importance of reading and to see it as a skill that is used in all aspects of life, not just as a subject taught in school.
* We aim to produce articulate children who are confident in speaking and listening. We want them to have excellent reasoning and questioning skills. This will enable them to use discussion to further their learning and their understanding of the world.
* We aim to produce children who have a rich and extensive vocabulary.
* We strive to produce confident writers by equipping them with the physical skills (handwriting), the grammatical knowledge and the creative ideas necessary. We want the children to have the ability to re-read, edit and improve their own writing, and enable pupils to use the essential skills of grammar, punctuation and spelling confidently.
* We aim to produce children who have a good understanding of grammar and who understand that there is a purpose to it. We want the children to see grammar as an integral part of language and writing and not as a separate subject. We want the children to be able to apply their grammatical knowledge across a range of tasks and to appreciate that grammar helps us to understand other languages.
* These aims are embedded across our English lessons and the wider curriculum. We have a rich and engaging English curriculum that inspires our pupils to foster a love of reading and writing. We equip them with the skills needed to be good readers and writers who are able to articulate their views and opinions confidently.
* Assessment for Learning (AfL) takes place in all lessons to inform effective classroom practice. Planning and delivery of lessons is informed and adapted by this assessment according to children’s needs.

**Early reading and phonics**

* DfE Accredited SSP scheme (Little Wandle) to be implemented that will deliver a highly structured programme of daily lessons.
* Through the teaching of synthetic phonics, children are taught the essential skills needed for reading. Phonics is taught daily to all children in the Foundation Stage and KS1. Extra support is provided to those in Year 2 and 3 who have not passed the Phonics Screening Check. Interventions are planned for those children who are working below expected levels.
* Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is primarily delivered through whole class teaching sessions.
* Guided Reading activities also help to embed the phonics taught each week. Teachers regularly assess the pupil’s phonics knowledge using phonics assessments and Phonics Tracker.
* These regular assessments inform planning and allow teachers to identify any gaps in learning.

**Reading for the whole school**

* The reading environment both inside and outside of the classroom is highly important to us.
* Each classroom has:

A selection of books which are directly linked to the class topic. This offers opportunities for pupils to apply their reading skills across the curriculum.

An inviting reading corner to promote the value and enjoyment of reading.

Regular DEAR time

A list of highly recommended reading books comprised of both classics and essential reads that help children **engage at a deeper level** and enter the world of the story.

An English working wall that is updated to ensure that it is effective and reflects the children’s current learning including vocabulary and SPAG.

Whole class reading texts that provides children of all attainment bands to be immersed in the same high-quality literature and the discussions that these texts promote.

* Introduction of Magpie books from Year 2 onwards, where children will be able to jot down ideas and language during shared /independent reading to be used as a catalyst in their own writing.
* Reading at least four times a week at home and discussing what has been read with open-ended questions is encouraged. Parents are asked to comment/sign their child’s reading record which is checked regularly in by teaching staff. Children are rewarded with house points for regular reading at home.
* To introduce regular reading buddy sessions in each class and across year group to promote fluency.
* Children have the opportunity to regularly choose and change their own home reading book. The books are colour banded to suit the reading ability of each child if required.
* We plan to reinstate our school library and create an inviting outdoor reading area to promote and foster a love of reading; and improve the storage and display of books throughout the school.
* We plan to have close links with our local library and to provide children with the opportunity of seeing the benefits of joining.
* We celebrate World Book Day to promote reading for pleasure and celebrate the magic or words.
* We measure the impact of our reading curriculum through the following methods:

Benchmarking - book band colour and linked to phonics sounds being taught   
 NFER tests   
 End of Key Stage National Test results.

* Attainment in reading is shared with parents and other stakeholders on a termly basis.

**Writing**

* The teaching of writing is purposeful, robust and shows clear progression for all children.
* English is delivered as a discreet subject with lessons planned within a secure teaching sequence, using engaging, quality texts extracts, film clips, drama, illustrations, animations, real life experiences and other resources to motivate and inspire our children’s’ writing.
* We aim to ensure progression of writing skills across the school, using the objectives outlined in the National Curriculum. All children have individual writing targets.
* Opportunities are provided for children to write for real purposes and audiences and to write for a sustained period of time regularly across Key Stage 1 and 2 using key skills and processes that are essential for writing – planning, drafting and writing, evaluating and editing, proof reading and reading aloud to others.

**Writing in EYFS and KS1**

Our approach to early writing incorporates the following aspects:

* Guided writing sessions
* Fine gross motor skills opportunities
* Talk For Writing scheme that employs the three stages of imitation, innovation and invention to a range of non-fiction, fiction and poetry genres.
* Shared writing
* Modelled writing

**Writing in KS2**

* Elements of Pie Corbett’s Talk for Writing will be implemented.
* Teacher modelling/shared writing
* Multiple WAGOLLS
* Focus on full understanding and secure use of techniques be that sentence level, grammar elements, author techniques, style, etc.)
* Evidence of pupil’s planning either individually, in pairs or in small groups (eg listing key points, planning paragraphs, oral rehearsal etc.)
* Children are taught to recognise the range of social functions that writing can perform e.g. persuade, instruct, inform, and entertain which enables the children to demonstrate the ability to choose the appropriate form and content to suit the purpose and audience.
* In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is sometimes cross circular and linked to our class topic
* Extended writing opportunities are provided across the curriculum.

**GPS**

* In line with the new national curriculum, we ensure that each year group is taught the explicit grammar, punctuation and spelling objectives required for that age group.
* The skills learnt in spelling, punctuation and grammar are embedded and transferred into writing.
* Children learn spellings at home each week and these are tested in school. Spelling is taught daily in Key Stage 1 during Phonics lessons and weekly in Key Stage 2. Children who need additional support with spelling receive a variety of interventions that are tailored to address their gaps.

**Handwriting**

* Handwriting and presentation are expected to be of a high standard throughout the whole school. It is developed using a consistent and coherent approach, confidence, accuracy and fluency using the Nelson cursive style.
* Correct letter formation is taught from the start in Reception and cursive handwriting is taught from Year 1 onwards in handwriting lessons. This is taught systematically and regularly.
* Assessment
* Internal and cross-school moderation take place annually. Books scrutinies and learning walks take place each term by English Leaders/ SLT and school governors to ensure the progression of learning.
* All summative and formative data is analysed to ensure the appropriate curriculum implementation leads to high standards. This supports that evaluation of the subject and provide the training and support to colleagues where necessary and to identify the next steps for improvement and development.

In the long term, pupils will:

* be confident in the art of speaking and listening and be able to articulate their ideas and opinions with clarity and precision
* be able to use discussion to communicate and further their learning
* be enthusiastic and fluent readers who will read for pleasure and to further their learning
* enjoy writing across a range of genres and understand how to adapt their writing to suit different purposes and audiences
* have a wide vocabulary and be adventurous with their vocabulary choices in their writing
* have a good knowledge of grammar which they will be able to apply to a range of written tasks
* be able to effectively apply spelling rules and patterns they have been taught
* make good or better progress from their starting points
* succeed in all English lessons, regardless of ability, because work will be appropriately scaffolded

The impact of our English curriculum is measured through the monitoring cycle in school:

* Analysis of end of KS1 and end of KS2 data
* Analysis of NFER test results
* Scholarpack – tracking pupils progress in reading, writing and GPS
* Phonic Tracker

All of the above inform planning and identify where intervention is needed.

* Learning walks
* Book scrutiny
* Pupil voice (to check enjoyment, engagement, understanding of key skills and knowledge, progression and confidence)
* Moderating pupils’ work in school and in cluster meetings with other schools to ensure accurate assessments are made

Monitoring is an ongoing cycle which is used productively to provide the best possible English curriculum for our children and to ensure that it is inclusive for all. It is used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups.