

ENGLISH CURRICULUM STATEMENT:

BALSHAW LANE PRIMARY SCHOOL

WRITING INTENT

It is our intent to help our children communicate fluently through their writing. We want our children to have a solid understanding of the writing process and to develop their vocabulary in a way that allows them to write in a range of contexts across the curriculum. By learning new vocabulary, our children will also be able to access texts more easily. We want our children to have an aim for their writing and understand the importance of audience and purpose. Pupils will explore and write a variety of text types and be able to apply grammatical features in different contexts.

We intend that pupils learn how to understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies. We intend that pupils will be taught to control their speaking and writing consciously and to use correct Standard English.

WRITING IMPLEMENTATION

We structure our writing using reading/gathering content/planning and writing phases. This creates opportunities for children to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different text types, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose. We strive to use high quality texts which explore a range of themes to inspire children's writing and create an exemplary model. Teachers build in new vocabulary and grammatical concepts into a variety of contexts and talk through the process of writing in modelling sessions to give meaning. We use the Lancashire Key Learning Indicators of Performance to plot progression.

Children not meeting age related expectations or who are at risk of not meeting their individual targets are provided with additional support. This may include 1:1, using ICT to support writing, having a scribe, spelling and handwriting intervention or using IDL which is a catch up tool for children who struggle with reading or spelling.

WRITING IMPACT

We aim for children to have high standards in writing across the curriculum. We want our children to leave Balshaw Lane as fluent writers with a lifelong love of literacy and to be academically prepared for their future education and beyond. We also want them to be prepared for the next key stage. We strive to ensure that children's progress is in line with or exceeds their potential from their starting point in EYFS.

READING INTENT

Reading is at the core of our curriculum; we believe that by helping our children become confident readers that this increases their potential to learn. We are also committed to enabling children to become lifelong readers with a love of books. We believe that reading and listening to a wide range of high quality texts in a range of contexts helps to develop our children's vocabulary and have a better understanding of the world. (For early reading, see our phonics curriculum statement).

READING IMPLEMENTATION

We provide children with a wide range of stage books in different contexts and with diverse themes. Children are regularly assessed to ensure progression both in terms of fluency of reading and their understanding of what they have read. We use the Lancashire Key Learning Indicators of Performance to plot progression.

Children are encouraged to read at home at least 3x a week and this is recorded in their weekly planner. Children who achieve this are entered into a reading raffle for a variety of prizes. Parents are supported in choosing high quality books with regular book suggestion leaflets based on recommendations from LoveReading4Kids website.

In Key Stage 2, Children take part in daily guided reading where they answer a range of questions (vocabulary, inference, predict, explain, retrieve and summarise) about high quality texts.

Class novels are mapped to ensure they address a diverse range of themes and address the British Values, in particular mutual respect and tolerance. Teachers read aloud to their class, modelling reading techniques and exploring vocabulary. Children have the opportunity to purchase the class novels and read along with their teacher. Class novels are provided for pupil premium children. Children have the opportunity to visit the school library weekly and teachers work alongside Lancashire Library Services to ensure it is stocked with high quality texts.

All year 4,5 and 6 children are invited to take part in Lancashire's 'Fantastic Book Awards'. Year 2 children take part in the 'Brilliant Book Awards' alongside their teachers. Both of these schemes encourage the children to read 6 new and high quality texts and vote for their favourite.

Every class has a welcoming reading corner to help foster a love of reading. We also develop reading for pleasure with a range of events throughout the year, for example, book swaps, World Book Day, author and poet visits, reading challenges. Engaging reading displays around school inspire a love of books. We have a weekly reading assembly where teachers explore a range of themes through reading aloud texts.

Children not meeting age related expectations or who are at risk of not meeting their individual targets are provided with additional support. This may include 1:1 reading, reading comprehension intervention, phonics intervention or using IDL which is a catch up tool for children who struggle with reading or spelling.

READING IMPACT

We aim for children to have a love of reading for life and make at least good progress or better in reading from their last point of statutory assessment or from their starting point in EYFS. We also ensure that all children are prepared for the next key stage. Children will be able to access the wider curriculum using their reading skills.