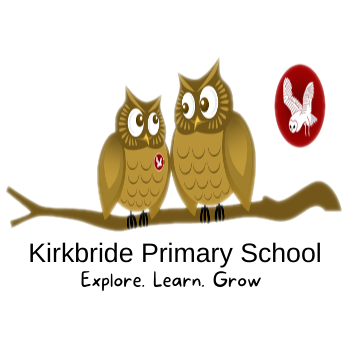
**English Curriculum Statement**

**January 2023**

****

**English Subject Overview**

|  |
| --- |
| **INTENT** |
| **INTENT**  At Kirkbride, we aim for our children to become highly skilled and confident SPEAKERS, READERS and WRITERS!  We want our children to love all aspects of the English Curriculum. We want their aspirations to know no bounds as they become the authors, journalists and librarians of the future, but also to understand that their skills in English will enable them to success in whichever path they choose. In order to successfully deliver a structured, rich curriculum with clear progression of skills, we follow the statutory requirements of the National Curriculum 2014. We believe that English is essential for the educational and social progress of all our pupils, as it allows them to make sense of the ever-changing world around them. At Kirkbride, we value reading and writing as key life skills, therefore, high priority is given to the teaching of this subject within our school. We are dedicated to enabling all of our pupils to become confident, lifelong readers and writers. Careful selection of texts throughout school enables our pupils to develop a rich and varied understanding of language, with opportunities to transfer this understanding to other areas of the curriculum and to prepare them for their future journey, in education and beyond. |
| **IMPLEMENTATION** |
| **IMPLEMENTATION**  At Kirkbride we view the teaching of English as a fundamental part of the holistic development of the pupil, fostering positive behaviours and attitudes toward learning, and providing key knowledge and skills, to benefit pupils throughout their education and beyond. Our English curriculum is derived around a sequence of high-quality age-appropriate texts. We use each text to create opportunities to develop links between reading and writing. There are opportunities to develop 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 genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.  **Oracy:**  From EYFS to Year 6, a wide range of contexts for spoken language and listening are provided throughout the school day. Teachers and other adults in school model speaking clearly. This includes clear diction, reasoned argument, using imaginative and challenging language and use of Standard English. Listening is modelled, as is the appropriate use of non-verbal communication as well as respecting the views of others. Teachers are also sensitive in encouraging the participation of retiring or reticent children. Additional opportunities for intervention in oracy and listening are planned to support the needs of individual children; supported by outside agencies where appropriate. Spoken Language outcomes are planned for in all areas of the curriculum, including the teaching of ambitious, relevant tier 2 and 3 vocabulary. Roles are shared amongst pupils: sometimes a pupil will be the questioner, presenter, etc. Learning takes place in a variety of situations and group settings. For example, these could include reading aloud as an individual, working collaboratively on an investigation, reporting findings as a newscaster, interviewing people as part of a research project, acting as a guide for a visitor to school or responding to a text in shared or guided reading. Spoken Language is a focus across the curriculum and across the school day in a variety of settings.  **Reading :**  Reading is taught through exploring age appropriate high quality, vocabulary rich texts. Teachers plan sequence of lessons which are progressive, language rich which focus on skills and strategies including comprehension needed to be proficient readers. Teachers read and model strategies then provide opportunities for children to practice and apply skills and strategies. Teachers plan whole class guided reading that is delivered systematically, and focusses on the key skills and techniques. In addition to this, there is a separate discreet session of phonics which supports the skills for decoding, fluency and links to spelling. In EYFS and KS1 (and where necessary KS2) daily phonic sessions form a central part of the teaching of reading.  **Phonics:**   * At Kirkbride, children are given daily opportunities to develop their reading skills. These skills are explicitly taught using a range of activities and resources to engage the pupils. * Phonics is taught through a synthetic program, we use Sounds Write and all our teaching staff are fully trained to deliver this program. * Children learn the 44 common sounds in the English language and how to blend them to read and spell. This is referred to as The Alphabetic Code in Sounds Write. The three core skills taught are: blending, segmenting and phoneme manipulation. * Parent information sessions are delivered in the Autumn term to recap, review and inform new parents to our school of how we deliver and teach phonics at Kirkbride. These sessions are shared to view on our website.   **Foundation Stage:**   * In Nursery, the children are introduced to eight aspects of phase one in their first term. Pupils develop their listening skills and to discriminate between sounds, recognising rhythm, rhyme and alliteration. They develop oral blending and segmenting of sounds in words. * In Reception, lessons take place daily from week 3 in the Autumn Term. Children are taught in class groups, in discreet sessions and their daily literacy session. Half termly assessments are completed to ensure appropriate progress is being made. This means that no child is left behind or insufficiently challenged. * Children apply their phonic knowledge through carefully matched books, according to the code knowledge they have secured. This is informed by daily formative assessments and use of regular diagnostic assessments.   **Key Stage One and Two:**  The synthetic phonics approach is continued and the rules and concepts of spelling are introduced. Further support in phonics in KS2 continues alongside discreet spelling sessions.  All pupils from Year 1 to Year 6 engage in a whole class guided reading sessions at least three times a week, which uses the principles of reciprocal reading, as well as discreet teaching of the strategies needed to infer, predict, summarise, compare, retrieve and respond. These are all built around the use of high-quality, vocabulary rich texts (see our English curriculum overview).  During a term, all reading domains will be covered. For pupils working below their chronological reading age, targeted intervention and support is put in place. These include the Herts. Reading Project, Phonics intervention support and targeted individual readers.  **Reading for Pleasure**   * At Kirkbride, we actively encourage a love of Reading through a well-resourced library, special events, themed days, author visits, book shops and clubs: pupils have access to a variety of books within each classroom in their class libraries. These books supplement the English and wider curriculum. * From Nursery to Y6, children visit the library at least once a week, where staff support their pupils to choose books which are taken home and shared with families, according to what the children enjoy. Staff will encourage a broader knowledge of authors and illustrators, through reading extracts from their whole class shared reading sessions. * EYFS and UKS2 children will buddy up once a week, where older pupils share stories with the younger children. Book related activities and events are planned throughout the year, to promote reading and Parents are invited to participate in these planned activities. * All classes have a Bedtime Story box, which goes home with one pupil each week for them to share, enjoy and explore with their families. In the box, is a high quality age appropriate text, a sachet of hot chocolate, a cuddly friend, a parental support card of how to share the text, and a journal for families to share their thoughts and feelings about the story.   **Writing**  Being a confident writer and understanding how to write both informally and formally, for different purposes and audiences, has a direct impact on our pupil’s skills, not only for the next stage of their education but also their future life opportunities. Writing helps us to: explain; instruct; persuade; inform; communicate; stimulate our imagination and creativity; acquire new skills and experiences; achieve our aspirations and succeed in life.  At Kirkbride, we aim to develop our children’s ability to produce well -structured, creative and detailed writing in which the meaning is made clear and engages the interest of the audience/reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Our curriculum is progressive and allows our pupils to have the opportunity text types, genres and recap over -time so that they can build on skills and learning. They explore high-quality texts in depth, which enhances reading comprehension and provides meaningful contexts and purposes for writing.  From EYFS to Y6 they follow a specific sequence of lessons where they are immersed, in a text, they analyse it in order to familiarise themselves with its structural features and to enable them to extract features to create effect. We use the principles of Talk for Writing in Fiction and Non-Fiction, to aid the writing process and embed their understanding of different text types and their features. The children then plan their writing by gathering their ideas. Modelled and guided writing are used to demonstrate the application of skills and knowledge. Pupils write independently through the processes of draft, revise and edit. |
| **IMPACT** |
| **IMPACT**  At Kirkbride, we strive to ensure that our pupil's attainment is ambitious, when we consider the varied starting points of all our pupils. We measure this using a range of assessment materials, whilst always considering the age-related expectations for each year group. Rigorous evaluation of these assessments allows for early intervention to narrow the gap so that pupils will make strong progress in English. Our English curriculum intentions ensures that we prepare our pupils to be prepared for life beyond primary school, and fosters a life-long love and enjoyment of reading, writing and oracy. In order to access life in further education and beyond, we aim to equip them with the foundations of English skills and knowledge that sets them on their path to success. |