

# Curriculum Statement for English

## Curriculum Intent

We aim to develop pupils' abilities within an integrated programme of speaking and listening, reading, and writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At St Bernard's we strive for children to be a 'Primary Literate Pupil'.

We aim for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.

## Implementation

### Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Statutory Framework for the Early Years Foundation Stage (2012)

#### In the Early Years Foundation Stage (Nursery and Reception)

Children should be given opportunities to:

- Develop pre reading skills to allow the children to achieve the Early Learning goals for Language and English
- Blend cvc words , recognising all the grapheme, phoneme correspondences for phase 2 and 3
- Read common irregular words from Phase 3
- Segment to write VC and CVC words independently using Phase 2 and Phase
- 3 graphemes

#### At Key Stage One (Years 1 and 2),

The children will follow the age appropriate, key learning in reading and writing statements to develop their skills, knowledge and understanding. These key pieces of

learning will support pupils in becoming effective and reflective independent readers and writers.

Children will be taught:

- Grapheme- phoneme correspondences in a clearly defined incremental sequence, using Red Rose letters and sounds
- To apply the skill of blending phonemes
- To apply the skill of segmenting words into phonemes to spell
- To develop their sight vocabulary

### At Key Stage Two (Years 3-6)

The children will follow the age appropriate, key learning in reading and writing statements to develop their skills, knowledge and understanding.

Children should learn to:

- develop their language comprehension skills
- develop their knowledge, skills and understanding in order to become effective and reflective independent writers

## The Governing Body

Regular reports are made to the governors on the progress of English provision

This policy will be reviewed every two years or in the light of changes to legal requirements.

## Subject Organisation

The English Curriculum is delivered using the key learning statements in reading and writing.

The Early Learning Goals are used to ensure continuity and progression from the Early Years Foundation Stage through to the National Curriculum.

## Approaches to Speaking and Listening

The school will:

- Provide a range of situations and groupings, a variety of audiences and purposes, and an understanding of standard English
- Provide a widening range of situations that challenge the children to ask questions, share experiences and act and engage in role play
- Provide a range of opportunities for the children to engage in discussion, make presentations and take part in debates
- Extend vocabulary through a range of activities including investigations into words and word families
- Provide a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills

## Approaches to Reading

At St Bernard's we will:

- Provide a range of different materials, including modern and traditional poetry, modern and long-established fiction, traditional tales, myths and legends, a range of nonfiction resources
- Provide lively, engaging and creative units of work, to help pupils make progress as effective readers.
- ensure that the teaching of skills are modelled and scaffolded
- Provide opportunities for pupils to apply their skills in a range of different contexts.
- Ensure that regular teaching of skills takes place
- Shared reading to teach and model age-appropriate skills
- Guided reading to teach and model differentiated learning objectives and to provide opportunities for pupils to practise and apply their skills. Each child will work with the teacher at least once a week. At KS2 there will be opportunities for follow up written comprehension responses
- Guided reading will also involve discussion, analysis, problem solving
- Individual daily reading for children who are in danger of falling behind
- Independent reading
- Daily Phonics within KS1 classes, intervention groups at KS2

### Resources

- At KS1:
- Red Rose letters and sounds, phonicsplay, a range of phonically decodable books- including Floppy's phonics- fiction and non-fiction for guided reading
- Phonically decodable reading books from a variety of publishers to ensure all children can access reading books independently to practise the taught grapheme, phoneme correspondences
- Reading corners, including phonically decodable books
- Oxford reading Tree books and book banded books to provide further independent practise and home readers

At KS2:

Phonically decodable books for children still working below phase 5

Literacy world guided reading books- core, comet for HA and satellite for LA

Graded and book banded books for independent reading

Library sessions

Class readers

## Approaches to Writing

The key learning in writing provides the objectives to be taught.

At St Bernard's we will

- Provide lively, engaging, and creative units of work, to help pupils make progress as effective writers

- Ensure that skills are modelled and scaffolded and that pupils are given opportunities to apply them in a range of different contexts.
- Regular teaching of skills will take place through a combination of lively 'warm up' sessions (particularly during the earlier phases of the teaching sequence), shared writing and guided writing.
- Shared writing- the teacher will model, then support the children in composing texts, explicitly teaching how the writing is planned, ideas sequenced, clarified, and structured. Grammar and spelling skills will be addressed. It will also be used to teach features of layout, presentation and redrafting, refining work.
- Pupils will practise applying their learning during independent and guided writing and have regular opportunities to reflect on how well they have done.
- In guided writing children will work in smaller, ability groups to address specific needs and aspects of the writing process.
- Opportunities will be provided for extended, big writes
- To consolidate skills, children will be encouraged to apply their learning in their cross curricular writing.

### Phonics and spelling

At St Bernard's we:

- Teach spelling objectives, taken from the National curriculum including sessions for direct teaching of spelling strategies, proof reading, high frequency words, year group word lists, personal spelling targets.
- At key stage one, there is a daily systematic teaching of phonics. The primary resource for this is Red Rose Letters and sounds.
- At key stage two, an investigative approach is used.
- A variety of resources are used including: No Nonsense Spelling, The Lancashire document "supporting spelling" which links objectives to the spelling bank. Letters and sounds and support for spelling documents are also available to help to support teachers with their planning.

### Grammar

At St Bernard's we:

- Use an approach of daily, short warm up sessions in the morning with objectives linked to the new curriculum, to teach sentence construction explicitly and discretely. Where possible, the content of the sessions is linked directly to the current unit of work/ focus.
- Dictation to practise punctuation, reinforce spelling patterns, up levels. Children to write on IWB. Reinforce capital letters/ full stops/ joined writing.

- The Lancashire document "supporting Grammar" is a useful resource which links specific objectives from the New curriculum to the "Grammar for Writing" document.
- Grammar work exercises in addition to above - objectives linked to new curriculum to consolidate teaching from warm up sessions
- During the redrafting and response to marking stage children will be encouraged to reflect on their use of language and they should begin to differentiate between spoken and written forms.

### Shared Writing

At St Bernard's we plan for regular modelling of the writing process through shared writing. The teacher first models the process, talking aloud as a writer and making reference to shared reading. Then the children are encouraged to input ideas with the teacher still in control.

Later the children have a go on individual whiteboards in supported writing opportunities.

### Guided Writing

This provides regular opportunities for the children to work in smaller ability groups on tasks planned to meet the specific needs of a group. Regular guided writing will address next steps for learning and to ensure that not just age related expectations are being taught.

### Independent Writing

This allows children to consolidate and practise the skills learned from the shared and guided sessions. During the writing phase, each step is carefully modelled through shared and guided writing and then the children are given time to write independently.

### Extended writing

This is an independent piece of writing which takes place at the end of the teaching phase and is primarily used for assessment.

### Handwriting

In Reception children are taught how to form individual printed letters accurately.

In year one individual letters with flicks will be taught and the combinations of letters from phase 3 onwards will be joined.

A cursive handwriting style will be taught from year Two.

The scheme used is an adapted version of that provided originally by the Reading and Language Service.

The children are initially taught the correct way to hold a pencil and to write from left to right. They trace, draw patterns, begin to form letters, and copy over existing letters/ words. They progress to copying under existing letters/ words and writing individual words.

Spacing is emphasised as the children are introduced to both the upper- and lower-case letters of the alphabet.

Handwriting clusters of letter shapes, patterns, height, correct formation of ascenders and descenders, lead out strokes are practised alongside spelling patterns and clusters.

There will be a daily focus on handwriting. This may be linked to the sentence work or spelling focus but letter formation will be demonstrated regularly.

## Cross-Curricular Literacy Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## The Use Of ICT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate.

## Impact

Work will be assessed in line with the Assessment Policy. KLIPS will be the main tool for this. An Assessment folder/ book will be kept for every child which includes samples of work to show progress over time. Assessment enables teachers to assess the progress of children as they move through the key stages, ensuring that children are supported and challenged as appropriate.

This data is collected, analysed and an action plan drawn up to address any identified gaps.

English is monitored by subject leaders using a variety of strategies such as book scrutiny, staff discussions and pupil interviews. The subject leader will develop literacy provision and outcomes through analysing:

- Pupil progress
- Provision of literacy (including intervention and Support programmes)
- The quality of the learning environment
- The deployment and provision of support staff
- Taking the lead in policy development

Feedback is given to teachers and leaders use the information to identify next steps

Through our English curriculum we aim to provide for all children so that they achieve their potential in English. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified, and suitable learning challenges provided.

Pupil Premium, Pupils with SEND, will be identified and progress monitored through termly pupil progress meetings. Support and 1:1 intervention will be put into place as required.