



West Heselton CE Primary School Curriculum statement for the teaching and learning of English

ETHOS	<p style="text-align: center;">“Children are at the centre of all we do”</p> <p>We encourage everyone in our school community to live life well reflecting Christian attitudes and values and working in partnership with families as part of a wider, caring community.</p> <p>The hallmarks of a Christian life lived well are –</p> <p>· Love · Joy · Self-control · Peace · Kindness · Patience · Generosity · Gentleness · Faithfulness</p> <p>Galatians 5:22 – 23</p>
SCHOOL INTENT	<p>As a family-orientated church school, children have opportunities to build positive relationships across a multi-generational community, equipping them to be role models in society.</p> <p>To achieve their academic potential on their life-long learning journey, we provide a safe and supportive environment for children to take risks, make their own learning decisions, work collaboratively and independently.</p> <p>Whilst making the greatest use of the wide-open spaces in our community and the outdoor education this provides, we balance this with a range of visits and experiences, during and beyond the school day, to enhance our understanding of the opportunities and diversity in the UK and wider world.</p>
SUBJECT INTENT	<p>At West Heselton, we encourage children to communicate effectively in a wide range of ways: at home, at school and in the wider world, leading to improved life skills and wider opportunities. We intend to develop skills of speaking, listening, reading and writing, including all of their essential inherent skills, enabling children to organise and express their own thoughts and to access the knowledge and ideas of others.</p> <p>An understanding of how language is the vehicle for communication in both oral and written forms is paramount in our thinking and planning. To become literate, children need to understand that writing is a representation of speech, and that both come in a variety of forms linked to purpose. We are intent on teaching children that these aspects of language are inextricably linked and can rarely be experienced or learnt discretely.</p> <p>We aim to give children the opportunity and encouragement to:</p> <ul style="list-style-type: none"> • nurture a love of language and all that it encompasses • speak clearly, adapting their spoken English to suit the audience • listen with concentration, and respond appropriately to what they have heard • recognise the difference between informal spoken and written language and Standard English, and be able to apply this to their speaking and writing appropriately • recognise English as being cross-curricular and essential as a basis to all learning • recognise the link between reading and writing • develop a love of books, read for enjoyment, and be able to evaluate texts and justify preferences • read and write with confidence, fluency and comprehension • use a full range of cues to facilitate reading and spelling, including phonic, graphic, syntactic and contextual • develop an interest in words and their meanings, and therefore have an increasingly mature spoken and written vocabulary • be confident in ‘having a go’, rather than staying within their comfort zone, especially in their choice of vocabulary • develop imagination and inventiveness • understand the features of, and be able to read and write in, a range of genres in fiction, non-fiction and poetry • use technical vocabulary appropriate to a genre to enable understanding, and to facilitate discussion of their reading and writing • plan, draft, improve and edit their own writing • use a fully cursive, fluent and legible handwriting style

UNDERPINNED BY	High expectations	Modelling	Fluency	Vocabulary
	All children are expected to make at least good progress from their starting point and achieve their full potential.	Teachers teach the skills needed for children to succeed by providing quality first teaching and having high expectations.	Children apply the skills taught confidently and independently across the curriculum.	Ambitious vocabulary is taught explicitly and can be used by children appropriately.
IMPLEMENTATION	Skills, knowledge and vocabulary are taught following the National Curriculum objectives. In EYFS we use the 'Birth to 5 Matters' guidance and the Development Matters Checkpoints to track progress, these are non-statutory - only the 'Early Years Framework' is statutory. See EYFS Literacy and Communication and Language Long term Progression Plan.			
	Phonics We follow the scheme Supersonic Phonic friends. Children are taught the age-related phases and given books to read at home with the sounds taught that week. The children who need intervention continue with the previous phases as extra sessions. Following the phonics scheme, children then read books in Stages, becoming a Free Reader when ready. These books are taken home every night and reading recorded in planners.	SPaG Weekly spelling tests, based on Spelling Shed spellings set each week. Children can access these spellings at home. Grammar and punctuation taught following the Twinkl progression and in writing lessons. Children access resources, such as SPaG mats, to test their knowledge in situations where they would use it.	Writing Writing skills are taught mainly through Literacy Shed, Colourful Semantics + and Jane Considine – The Write Stuff. This is supplemented where necessary. A range of age-appropriate text types are covered to enable writing progression. In our younger class writing is encouraged through Writer's café and drawing club, giving children the tools to become independent writers.	Guided Reading Children are given the opportunity to work with other children and an adult in groups. These groups are reading ability appropriate, giving the children the chance to hear others read and read to others. Children answer comprehension questions showing their understanding, enhancing discussion in the groups.
	Library Each class has a weekly session in the library, where they can choose a book to take home, to enjoy with family. The children experience a formal library setup, as their books are scanned out. They get to see books that they will be able to read as they get further up the school.	Reading for Pleasure Each classroom has a reading area where children can access a range of books. This can be accessed in free time and in morning activity time. Encouraging children to read a wide variety of books is provided through the BINGO challenge.	Busy Brain Time Tasks are set for children during Busy Brain Time (EYFS/Yr1). These tasks are to promote independent learning, time management, organisation and problem solving.	Cross curricular This subject is taught across the curriculum ensuring that skills are applied in other subjects.
	Whole School Events As a whole school we come together to celebrate and/or take part in specific themes and events: World Book Day	Wider Opportunities The children are given the opportunity to experience English in other ways, such as: Visits to museums - relevant to topics. Visitors (authors) coming into school to talk about what they do, who their influences are and read to the children. Local book shop events – to display work from the children in their window.	Outdoor learning As a Forest School, we continue and extend our learning outdoors, in a range of different areas in our locality. By doing this, we are able to expand our range of skills, knowledge and vocabulary. EYFS and Yr1 also have continual access to outdoor learning as part of their provision.	Speaking and Listening All children share work in Collective worship celebration and in front of the class regularly. Nativity, Harvest service, Easter service, Leavers assembly and Play week, provide opportunities for children to present/perform to a wider audience. The Farthings create a weekly Collective worship, that they present to the rest of the class.

	<p>Inclusion All children receive a high-quality and ambitious education regardless of need or disability, both in and out of the classroom. In English we support these children in a range of ways: adult support, peer support, differentiated resources or tasks. Some children may have specific interventions such as: Magic Belt, Toe to Toe or extra Supersonic Phonic Friends lessons or handwriting lessons to build further understanding. There may have been a prior learning challenge, to help with specific lessons.</p>	<p>Continuous Professional Development (CPD) To further staff's subject knowledge and skills, professional development is undertaken when required.</p>	<p>Nurture The six principles of nurture are woven throughout our curriculum.</p> <ul style="list-style-type: none"> • Learning • Wellbeing • Behaviour • Language • Safety • Transition 	
IMPACT	<p>We strive to create a supportive and collaborative ethos for learning by providing a variety of opportunities to help children gain a coherent knowledge of understanding of each unit of work covered. Our curriculum is high quality, well thought out and is planned to demonstrate progression. We focus progression of knowledge and skills, and discrete vocabulary progression also forms part of each unit of work.</p> <p>We measure the impact of our curriculum through monitoring methods and by carrying out teacher assessments at the end of every unit of work. EYFS checkpoint assessments are monitored at the end of each term.</p>			
MONITORING METHODS	<p>Pupil Voice</p>	<p>Evidence in knowledge</p>	<p>Evidence in skills</p>	<p>Outcomes</p>
	<p>Through discussion and feedback, children talk enthusiastically, and understand the importance of this subject. With their work as a prompt, children can talk about their learning.</p>	<p>Children can recall key information showing knowledge of their subject from which to build on further.</p>	<p>Children can demonstrate a range of skills and apply these appropriately in a wide range of contexts. Teachers' subject knowledge ensure that skills taught are matched to National Curriculum objectives.</p>	<p>At the end of each year we expect children to have achieved their academic potential, with the majority of children in line with National Age-Related Expectations. Some children will have progressed further and achieved above National Age-Related Expectations. Children who have gaps in their knowledge receive appropriate support.</p>