

## Curriculum Intent

To deliver a quality English curriculum that is exciting and innovative while enabling and empowering children's written and oral communication, creativity and confidence.

## Curriculum Implementation What will this look like?

Reading	Writing	Phonics	Grammar	Speaking and Listening
<p>Children will foster a love a reading from a young age.</p> <p>In reception, books will be shared daily with the children as a way to develop and introduce new vocabulary and as a tool to hinge new learning on. Children will also read daily as part of their phonics session.</p> <p>In the rest of the school, children will be heard reading weekly and those identified as vulnerable or falling behind will be heard reading daily.</p> <p>In classes children will have the opportunity to read silently each day as well as enjoy reading a class novel with the teacher at the end of each day.</p>	<p>Children's writing in English will be centred around a text which provides various writing opportunities for the class to undertake.</p> <p>Children will produce 2 pieces of extended writing a week; one in English, linked to class book and one in RE.</p> <p>Children will focus on different writing accurate sentences through a range of genres.</p> <p>Children will become familiar with a range of text texts and their features through the use of WAGOLL texts.</p> <p>Each week, children will have the opportunity to rehearse and compose sentences appropriate to their year group/ability.</p>	<p>Starting in early reception, children will be taught through a systematic, synthetic phonics programme called Unlocking Letters and Sounds.</p> <p>This will be delivered 4 x a week and will provide opportunities to revise and consolidate sounds alongside common exception words, whilst working through the phases.</p> <p>This programme links directly with our new phonics reading books and so children will have the opportunity to practise their skills of oral fluency, decoding and blending when reading at home (as the books set will only contain words children are capable of phonetically decoding or familiar CEW)</p>	<p>Children will take part in 4 X week grammar/spelling sessions.</p> <p>One of these sessions will be to introduce the weekly spellings. All teachers will use the Spelling Shed spelling scheme to ensure the systematic teaching of spelling that is continually practised and reinforced. This spelling programme is used to provide this structured and systematic teaching. Children in year 1 are taught spellings in line with their phonic lessons.</p> <p>2 sessions will discrete grammar lessons that will be taught following the Classroom Secrets planning. This allows children to explore and apply different grammatical concepts</p>	<p>Children will be given the opportunity to develop their ability to communicate clearly and fluently through the use of regular class assemblies, termly masses and weekly celebration assemblies. Children are invited to speak/read in front of an audience at these gatherings.</p> <p>Children are also asked, once per term, to put together a speaking and listening presentation. This provides children (in KS2) an opportunity to consolidate and share their learning whilst developing their skills in oral communication. In KS1 this allows children time in front of the class to develop the confidence and ability to speak in front of others about a topic of their choice.</p>

<p>In KS2, high quality texts provide the basis of their writing and children will develop vocabulary and comprehension skills through 3 X weekly reading sessions.</p> <p>In KS2, children will also use 'Reading Boxes' and stand-alone comprehensions to further develop the skills of inference, retrieval, prediction and summarising.</p> <p>All classes have a year group library full of age-appropriate texts for the children to enjoy.</p> <p>All children in KS2 will have a free reader book to enjoy at home as well as a 'banded' levelled book to be read in school with an adult. This is linked to their current assessment level.</p>	<p>Children will be given the opportunity to plan their writing, work independently in constructing their ideas and to the use time to edit and revise their work. This can be done individually or through the use of peer assessment.</p> <p>Editing flaps and stations will be used to guide children through this process.</p> <p>Children will also get the opportunity to revise work, 1:1 with the classroom teacher, when timetabling allows.</p> <p>Teachers will engage with children's written work – identifying 'what went well', both linked to composition as well as grammatical correctness as well as responding by giving an 'even better if' focused on grammar or developing their understanding further.</p> <p>Children in KS1 will participate in daily handwriting lessons. Handwriting will be taught</p>	<p>and challenge their skills when reading the next 'set' book in school.</p> <p>The progression in Unlocking Letters and Sounds largely follows the progression contained in Letters and Sounds 2007, with some modifications, including refinements and clarifications of learning elements omitted from Letters and Sounds, and updated guidance, including requirements from the National Curriculum.</p> <p>The progression in Unlocking Letters and Sounds is structured to follow Phases 1 to 5 of Letters and Sounds, but some phases include additional opportunities for structured revision ('Mastery') and for spelling development.</p> <p>The detailed progression for Unlocking Letters and Sounds shows the GPCs and CEW that are taught on a week-by-week basis.</p>	<p>and skills which will then feed directly into their writing.</p> <p>Teachers will use their knowledge of taught grammatical skills to ensure children are using these accurately within their writing. This will be evident within teachers marking of written work.</p>	<p>Across the school, children are introduced to new vocabulary through the texts that provide the focus for their English lessons but also through a wide range of historical, geographical and religious units. Any new vocabulary will be displayed on classroom working walls. Children are taught to use the dictionary to find the definitions.</p>
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	explicitly, once a week, in KS2.			
<b>Curriculum Impact</b> <b>What will be the outcome?</b>				
<p>Children will enjoy reading -because of this they will delve regularly into the fictional and magical worlds that only a book can offer. By doing so, enhancing their literary skills.</p> <p>They will be efficient readers, taking from a text the information that is needed, not just in English but the wider curriculum.</p>	<p>Children will be proficient in communicating their ideas in writing. They will be able to plan, write, edit and revise their work to ensure it suits the purpose and audience.</p>	<p>Children, by the end of Year 1, will be working in line with what is expected for that age and using their phonics in all areas of the curriculum; to be able to read and write to communicate learning as well as for enjoyment.</p>	<p>Children will be confident and adept at communicating, both in writing and speech, in standard English. They will recognise the importance of tone and formality and be able to vary according to the need.</p>	<p>Children will be able to communicate in a way that is understood and conveys their character.</p> <p>They will listen empathetically to others and be able to use their words to share their ideas, learning and feelings.</p>