

## **Curriculum Vision English**

Our English Curriculum follows the guidelines set out in the New National Curriculum. It develops children's ability to listen, speak, read and write for a wide range of purposes and we use language to build our view and opinion of the world and our community.

The aims of teaching English, as outlined in the National Curriculum are to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading a widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The exploration and enjoyment of the English language is our priority and we value all its aspects: speaking, listening, reading and writing. English is taught daily across the whole school with work appropriately differentiated to match all abilities.

### **Speaking and Listening**

Talking is fundamental to learning and children get the opportunity to develop both the confidence and skills to speak clearly, confidently and with expression, through planned learning opportunities across the curriculum. We encourage drama, group discussions, poetry and role play.

### **Reading /Phonics**

Across the school children are exposed and have access to a wide range of high quality texts to develop learning in all curriculum areas. Reading to the children across all ages is positively encouraged with teachers sharing good quality fiction to the children during the school day. We are lucky enough to have reading volunteers who also come in regularly to listen to our children read and we have a PAT (pet as therapy) dog come into school on a weekly basis to help our children develop a love for reading.

The teaching of reading begins in the foundation stage following the Read, Write Inc programme of study. When children become Free Readers they have access to a range of high quality texts in their own class rooms. Guided Reading/ Whole class reading takes place in individual classes and is tailored to children's individual needs.

### **Writing, Grammar, Punctuation, Spelling and Handwriting**

Children are taught to write fluently using Nelson's Handwriting Scheme throughout the school so they can communicate their ideas and emotions to others. We believe as a school that presentation and handwriting are key factors that help mature children's writing.

Children in upper KS2 will receive a pen licence when their writing is considered to be of a good enough standard.

Read, Write Inc is used from EYFS through to KS1 to ensure a consistent approach to the teaching of phonics. We also use Read, Write, Inc as an intervention programme in KS2.

In KS1 and 2 children are introduced to 'The Write Stuff' and this approach is used along with 'Talk for Writing' and 'The Power of Reading'. Children are taught (through shared, guided and independent writing) transcription and composition. It is through all of these effective techniques that we aim for children to be independent writers. We teach them to use punctuation and grammar accurately and give them the opportunity to edit and redraft their work using their purple pen.

Within a lesson there will be clear learning intentions, steps to success, opportunities to build on and connect prior learning, time for reflections and self/peer assessment. These help to promote children's independence and encourage them to take ownership of their own learning.

### **Marking and Feedback/ assessment**

We have a clear feedback policy that is displayed in all classrooms/ or in children's English books that outline how we give feedback. Our children are involved in the setting of personal targets for improvement using our Writing Assessment Checklists and their progress and attainment is rigorously monitored through termly data analysis and Pupil Progress Meetings. The teachers use the Writing Assessment Checklists to mark independent work throughout the year. Children also actively participate in peer marking and know how to give feedback to others.

### **Interventions**

Children who require additional teaching input in order to support them in 'closing the gap' towards age-related expectations in reading and writing receive targeted interventions that are delivered by both Teachers and Teaching Assistants.