



STOWER PROVOST COMMUNITY SCHOOL

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

English Curriculum Statement

Ownership	William Patten/RG
Created	Date October 2021
Approved by Governors	
Updated (if apt)	
To be reviewed	

Contents

1. Subject Statement
2. Teaching and Learning
3. Assessment
4. Planning and Resources
5. Organisation
6. EYFS
7. KS1 and KS2
8. Equal Opportunities
9. Inclusion
10. Role of the Subject Leader
11. Parents

1. Curriculum Statement

Intent

At Stower Provost School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading 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 a 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.

These aims are embedded across our English lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in English; we believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

Books over the two-year rolling programme have been linked, where possible to the other areas of the curriculum to ensure that cross curricular links provide further context for learning. EYFS have a separate long-term plan where texts have been mapped out. Non-narrative text types have been mapped out so that there are a range of different texts being taught across the year.

The children will revisit these text types across the different classes which provides them with opportunities to apply and develop the features of the text types as well as using their developing literacy skills.

Poetry has also been mapped out so that the children can experience a range of poets and types of poems as they progress through the school.

For each teaching block, the teachers will consider, in their Medium-term plans:

Shared reading sessions to develop the children's comprehension

Shared and Guided Writing sessions to develop and apply their growing literacy skills

Teaching and application of grammar in the context of the book or the non-narrative text type being studied

Drama opportunities

Independent writing opportunities

Reading

The children begin using our early reading books (Bug Club, Rhino Reader books plus books by other publishers) which run alongside the teaching of phonics. The books have been sorted into sets for each level of phonics. Teachers refer to the Progression of Phonics document to see which level of book the children should be allocated. These sets are used for Guided Reading in YR and 1 (and as 'I read' books for other children who may need this stage). After the Guided Reading session, the children take this book home to read again. This encourages a deeper familiarity and a greater emotional engagement.

Independent books (I read books)

For Level 2 – 4, the first read of a book will be the children decoding the text. This may take a few sessions.

The children will then read the book again to aid development of fluency.

Finally, the children will complete a third run through, after which they will complete a comprehension task. This could be answering questions (parents and adults listening to the children reading in school can refer to the Reading Vipers sheets) or completing a Reading Response activity.

The focus of the reading (decoding/fluency/comprehension) will be recorded each time the children read with an adult in their reading records.

Once the children reach Level 5 books, the focus turns to fluency (expression and volume, phrasing, smoothness and pace), comprehension and expanding vocabulary.

The 'at least three reads' will not apply to books from Level 5. We will still encourage the children to complete a Reading Response activity before they move on to another book.

For those children who: are able to decode and recognise words on sight, who make use of other strategies than the phonics approach, who have gone beyond level 5, they select books from the Stower Provost Banded Reading Scheme. These children are Benchmark assessed to ensure they are on the correct level for the child's ability.

After completing the colour-band stages, the children become Free-readers and select a book from the library or from their own collection. At this stage, staff encourage children to read a wide selection of books by different authors and of different genres and text types. During reading activities, the children complete Book Reviews so they can express their opinions about the books they have read and make any recommendations to other children.

The children take part in weekly Guided Reading sessions (After Level 2 week 4 has been taught in Autumn for Reception). Teachers will follow the Guided Reading format so that the session has a reading focus taken from the National Curriculum objectives/EYFS Goals. Key words will be practised and discussed with the children at the start and during the session and questions relating to the reading focus will be asked (with a stronger emphasis on inference) or a task set.

Phonics/Spellings

Early reading is supported through the Twinkl Phonics scheme. There is a fidelity to one programme to ensure a consistent approach.

In Reception and KS1, the children have a daily phonics session.

We teach grapheme–phoneme correspondences in a clearly defined, incremental sequence following the levels outlined in Twinkl Phonics.

Alongside each single letter grapheme being taught, there are sayings which are taught to aid children in the writing of the grapheme.

We teach children how to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all the way through a word to read it.

We teach children to apply the skills of segmenting words into their constituent phonemes to spell.

We teach that blending and segmenting are reversible processes.

After each Level has been taught, the children will be assessed. Children who need extra support will be identified and interventions will be put into place.

Year 2 will be taught their spellings using the Twinkl Phonics scheme to continue this familiar approach.

Years 3 – 6 teachers will make use of either the No Nonsense Spelling or the Twinkl Spelling scheme to ensure they cover the required objectives for their classes.

Assessment for Learning is embedded in English lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

Impact

The organisation of the English Curriculum, has realised a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children are confident to take risks in their reading and writing, and love to discuss and share their ideas. Outcomes of work in both English and writing in other areas of the curriculum evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

2. Teaching and Learning

Our English provision follows the 2014 National Curriculum and is taught through daily English lessons as well as a varied enrichment programme.

We recognise that spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers ensure the continual development of children's confidence and competence in their knowledge of spoken language and listening skills. Children are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy any misconceptions.

Building on this foundation, we teach English using a range of strategies which include:

- Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other's ideas whilst taking on board feedback so as to improve their own explanations.
- Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write.

- Questioning – Teachers use a range of questioning strategies to establish children’s current understanding and develop their learning. Higher level questioning is used to elicit a deeper understanding.
- Modelled Writing – Teachers model writing and editing to demonstrate the high expectations they have. They verbally ‘think aloud’ in order to make the writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work.
- Shared Writing – Teachers use the ideas from the children to create shared pieces of writing. This enables the children to see the writing process in action as well as having pride and ownership over the finished piece.
- Comparing, Analysing and Evaluating – Children review written texts, speech and drama and compare, analyse and evaluate them. They establish the strengths and weaknesses of different examples and incorporate these ideas into their own work.

In order for children to be successful, independent readers, they need to possess a secure knowledge of word reading and comprehension skills. These are:

- A familiarity with the genre of stories and an ability to make links between stories.
- A good visual memory.
- A good auditory memory.
- A recognition of the letters in the English alphabet.
- A knowledge of the grapho-phonetic construction of words.
- A familiarity with the syntax (sentence structure and grammatical arrangement) of English text.

This knowledge and these skills are taught explicitly through our phonics programme and are continually referred to during additional reading opportunities in English lessons and wider curriculum subjects.

All English lessons have a clear Learning Intention so that the children understand the expectations of the task.

English lessons are effectively differentiated so that all children can achieve and feel empowered by their own accomplishment. Effective differentiation is in place so that all children have the opportunity to meet every learning intention through a variety of ways: having vocabulary word banks, scaffolded worksheets, sentence starters, mixed ability groupings and adult support.

Extended writing opportunities take place across the curriculum. This provides children with the opportunity to demonstrate their literacy knowledge and skills, showing depth and mastery and allows them to write about a familiar topic.

3. Assessment

During the English sessions, children are assessed formatively through questioning and discussion activities.

Reading (as Teacher Assessment and through a SATs paper) and Writing (as Teacher Assessment) are summatively assessed at the end of each Key Stage. Formal SPaG SATs are also taken at the end of each Key Stage.

From Years 1 to 6, children will complete NFER assessment for reading and Grammar and Punctuation. Teachers will analyse the data and use this to inform their planning. The

Standardised scores will be one piece of information to aid teachers in assessing the children.

Teachers use these results and half-termly data to group children and target intervention. The SLN Interim assessments sheets can be found in each of the children's writing books and assessments of the children's writing are made against these statements. This assessment sheet indicates the progress that the children have made and targets are able to be set through identifying the statements that have not been highlighted. Teachers need to provide at least 2 opportunities for children to complete an independent writing task per half-term (Unless there is a really short half-term where at least 1 piece of writing will be expected).

Deep marking of writing will inform the teacher about targets to be set for writing and provide pupils with follow-up/response tasks.

Teachers will regularly update the Depth of Learning key indicators for reading and writing. Phonic knowledge will be assessed by the class teacher during the phonics sessions, whilst listening to the children reading and through using Phonics Assessments Sheets for each level of phonics.

For those children on the Stower Provost Banded Reading Scheme, children will be Benchmarked assessed to help inform the teacher when to move the child up to the next band.

4. Planning and Resources

Planning will be the responsibility of the class teachers and, where needed, support from the subject leader will be available.

The teachers make use of the English Curriculum books and text type document to identify which texts they are using and the non-narrative text type along with the poetry they have to plan for.

The school has a subscription for Classroom Secrets which the teachers can make use of to aid planning and resourcing, particularly for grammar.

We have the No Nonsense Spelling scheme as a hard copy as well as electronic.

For phonics, we make use of the Twinkl Phonics scheme and the lesson plans and resources have been uploaded to SharePoint. The resource packs and folders are stored in the resources room.

Reading Room

Phonics packs, Books sorted into the different sets for each Level of phonics, Colour-band books, Guided Reading sets, Class texts, Big books

Photocopier room

Guided reading books and sets of books for KS2, Big books

Library

A huge selection of non-fiction and fiction books.

5. Organisation

English lessons take place 5 times per week from Year 1 to Year 6. Teachers develop their Medium-term plans from the English Curriculum books and text type document.

Discrete literacy knowledge and skills are woven through these lessons to make sure that children are able to develop mastery of the National Curriculum objectives. These range from word level knowledge such as using expanded noun phrases to sentence level skills where children are able to demonstrate their knowledge of increasingly complex sentence structures.

In addition to this, handwriting, spelling and Guided Reading sessions take place weekly.

6. EYFS

In Reception literacy lessons take place 5 times per week and are based on a core text, which changes on a weekly basis. The core text is selected to fit with the wider topic in EYFS, for example Handa's Surprise might be used to add depth to a topic on Amazing Animals. In Reception, this text is explored further through focus activities led by an adult.

Across EYFS literacy knowledge and skills are also developed through the continuous provision of the environment. The classroom has resources available to be selected by the children to support their emergent reading and writing skills. These vary from phonics sounds cards to mini-books. A well-resourced book corner highlights the importance of reading to the children, and the writing tables have activities based around the skills being taught that week.

7. KS1 and KS2

English Lessons

In Years 1 – 6 English lessons take place 5 times per week and are taught to the whole class by the class teacher. They are effectively differentiated to ensure that every child can access the learning intention and high expectations are had for all pupils. These lessons cover knowledge and skills in reading, writing, spelling and grammar and discussion.

Phonics .

Children begin the phonics programme in Reception and continue with it until they have learnt their sounds and can accurately 'instant sound blend'. Children have a daily phonics session in EYFS to Year 2.

Guided Reading

The children take part in weekly Guided Reading sessions. Teachers will follow the Guided Reading format so that the session has a reading focus taken from the National Curriculum objectives/EYFS Goals. Key words will be practised and discussed with the children at the start and during the session and questions relating to the reading focus will be asked (with a stronger emphasis on inference) or a task set.

8. Equal Opportunities

Whole school policy on equal opportunities will be adhered to in the English curriculum. The curriculum is available to every child and all children take part in the activities, making a positive contribution to the life of the school.

The books chosen for the Class Readers will include books written by a range of different authors and will include characters from different cultures and backgrounds.

9. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the English curriculum. All children will be supported through differentiation, adaptation or adult support, to enable equal access to learning in English. Individual programmes will be used and/or adapted where needed to support children.

10. Role of the Subject Leader

The English lead will:

- Monitor the teaching and learning of English (Reading, Writing and phonics) across the school, to support and guide the practice of teachers, ensuring a high quality, broad and stimulating English curriculum.
- Monitor and evaluate the effectiveness of English teaching and learning, and liaise and consult with external agencies where appropriate.
- Support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of English.
- Oversee and maintain resources to support the English curriculum.

11. Parents

We recognise how crucial the home/school link is for supporting children to have the highest standards of achievement in English.

Introduction to phonics is given to parents as their children join the school in Reception.

Information about reading.

If parents are able to spare the time, they come into school to listen to the children read.

Homework is a crucial component in a successful English home/school link and is organised as follows.

Reception

- 'I read' book which initially includes the Lilac books without any words until they are ready to move on to the reading scheme. Children will be encouraged to read this book more than once.
- 'We read' book which is taken from the library/book corner for the adult to read to them at home.

KS1

- 'I read' book which is taken from the reading scheme. Children will be encouraged to read this book more than once. As the children develop their word recognition and decoding skills, the children move on to our colour-band books.
- 'We read' book which is taken from the library/book corner for the adult to read to them at home.

KS2

- Children to continue reading from the colour-band books. They then move on to becoming a 'Free reader' and can chose, with guidance at the start, their own library book or book from the book corner.
- One spelling activity to be completed at home each week
- One piece of English which could consist of a reading comprehension, short writing task or a grammar task.

In addition to these homework tasks, children may also be asked to complete English activities at home to address areas that they find particularly challenging. This could include additional spelling or handwriting homework.