



## Stower Provost Community School

### Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: [Engage](#), [Develop](#), [Innovate](#) and [Express](#).

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

<b>Ownership</b>	LB & LC
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### Contents

- 1. Curriculum Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. FS2**
- 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

Our English projects have been designed to support and enhance children's writing skills across the wider curriculum. There are three or four English packs for each project, which are tailored to age-appropriate literacy objectives and build upon prior learning.

Each English project includes:

- A writing task chosen from a variety of text types, from non-fiction to fiction and poetry.
- A physical or model text for the teacher to refer to in class.
- A planning sheet to support children's thinking.
- A criteria for success.
- Other resources as appropriate.

The texts used in each project have been mapped out to ensure there is a range of different texts and genres being taught across the year, and that these texts are progressive. FS2 have a separate long-term plan where texts have been mapped out to ensure they have access to a wide range of high quality texts.

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

- Storytime books – to ensure the children are exposed to a wide range of high quality texts
- Shared and Guided Writing sessions to develop and apply their growing literacy skills (This will be met during the RWI sessions for those children who are accessing the phonics scheme (FS2, Year 1, Year 2))
- 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

Care has been taken to ensure that a range of high quality texts have been selected, including Literary Heritage authors and texts, as well as texts from other cultures and traditions. These texts will be used as both storytime and guided reading books across the school.

The children begin using our early reading books which run alongside the teaching of phonics. The books are banded into a series of colours that indicate how difficult a reading book is. Teachers will refer to the Progression of Phonics document to see which level of book the children should be allocated. The books are used during the RWI sessions and are taken home on a regular basis as celebratory books. If children are in Green, Purple, Pink or Orange group, they will take their books home on a 3-day rolling programme; if the children are in Yellow, Blue or Grey group, they will take their books home on a 5-day rolling programme.

#### Independent books (I read books)

For RWI Green, Purple, Pink and Orange books, the first read of a book will be the children reading the Red words, Speedy Green words and Story Green words

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 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.

Children are required to read all Yellow, Blue and Grey books. Once the children move onto reading Blue books, the focus turns to fluency (expression and volume, phrasing, smoothness and pace), and comprehension. The focus of the Grey books is also fluency and comprehension. After completing the Grey books, children will move onto the RWI Spelling program.

After completing the RWI colour banded books, 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 library time or 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.

#### Phonics/Spellings

Early reading is supported through the Read, Write Inc. (RWI) Phonics scheme. Developed by Ruth Miskin, Read Write Inc. Phonics is a high-impact phonics programme that transforms reading and writing for every child. The RWI programme helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary, and spelling. It also allows them to spell effortlessly so that they can put all their energy into composing what they write. There is a fidelity to one programme to ensure a consistent approach.

In FS2 and KS1, the children have a daily phonics session, with children in Years 3 and 4 and/or SEN participating if necessary. We teach grapheme-phoneme correspondences in a clearly defined, incremental sequence following the sets outlined in RWI phonics. Alongside each single letter grapheme being taught, there are mnemonics 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. The children are taught to read words by sound-blending (Fred talk) e.g. c-a-t = cat, sh-o-p = shop. Children learn to read words by blending the letter-sounds that are in the Speed Sounds set.

The children are initially assessed by the RWI lead teacher and grouped according to their ability. Small group phonics lessons are taught daily by trained staff and there are consistent expectations across the range of abilities. At the end of each half term the children are assessed to check on their progress and regrouped.

Children up to, and including Year 2, will continue using the RWI phonics scheme until they have completed their phonics journey. When children have completed their RWI journey, trained staff access the RWI Spelling scheme. Children in Years 3 – 6 will access the RWI spelling scheme.

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 created 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 PIRA assessments for Reading and GPaS assessments for 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. Assessment sheets can be found in the individual year group folders, and indicate the progress that the children have made and enable teachers to set targets through identifying the statements that have not been highlighted. Evidence to support these assessments can be taken from other curriculum subjects. 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. Phonic knowledge will be assessed by the Reading Leader on a half termly basis, with this data being tracked through the Ruth Miskin Portal. The data enables children to be grouped at their challenge point and what we need to teach next.

### **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. For phonics and spelling, we make use of the RWI schemes, and the lesson plans and resources can be found in the Handbooks.

### **5. Organisation**

For those classes accessing the daily RWI sessions, there will need to be at least two additional English lessons per week (FS2, Year 1 and 2). For those classes whose children have moved onto the RWI Spelling programme, there will need to be a daily English lesson taking place (Years 2-6). 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.

### **6. FS2**

In FS2, children will be accessing the RWI programme daily, which exceeds the requirements of the EYFS Statutory Framework. Two additional literacy lessons will take place each week and are based on a core text, which changes on a bi-weekly basis. The core text is selected to fit with the wider topic in FS2, for

example Handa's Surprise might be used to add depth to a topic on Amazing Animals. In FS2, this text is explored further through focus activities led by an adult.

Across the FS2, 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 2 – 6 (ideally, however there may be some Year 2 children still accessing the phonics programme) 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 in Year 1 and possibly Year 2 should be accessing daily Phonics sessions. Children in Years 2-6 should be accessing daily Spelling sessions, when not accessing Phonics. Any children in Years 5 and 6 that need further support in Phonics, will receive daily Fresh Start sessions.

### 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, and questions related to the reading focus will be discussed.

## **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, Spelling 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.

Parents are introduced to phonics and reading as their children join the school in FS2. There are then further opportunities for parents to attend phonics meetings to support the children through their phonics journey. We encourage parents, if able, to spare the time to 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.

### FS2 and KS1

- 'I read' books which are carefully levelled to match children's growing phonic knowledge so children can read them with accuracy, fluency and comprehension. The Storybooks include a range of engaging stories such as fairy tales, myths and legends, rhyming stories and familiar settings. Activities at the start of the books help children to practise the sounds and words they will encounter in the story. Questions to talk about at the end of the story provide an extra opportunity for developing children's comprehension. These books are taken home as a celebratory read, the children will have read them at least three times at school and will read them confidently and capably to you.
- The children will also bring home a matching Book Bag Book. These are a wide selection of fully decodable reading books for children to take home, to support their Read Write Inc. Phonics learning in the classroom. All Book Bag Books include notes for parents and carers on how to help their child at home with phonics.
- 'We read' book which is taken from the library/book corner for the adult to read to them at home.

### KS2

- When the children have completed their Phonics journey, they will then move on to becoming a 'Free reader' and can choose, with guidance at the start, their own library book or book from the book corner.
- The children will bring home one spelling activity to be completed at home each week and one English activity 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.