

Curriculum Statement for English

at Earley St Peter's CE Primary School



Intent

At Earley St. Peters, we believe that an inspiring English curriculum is vital to developing a pupil's love of Reading, Writing and Oracy. Our aim is to give pupils unique opportunities to develop intellectually, emotionally, physically and socially, therefore English should be taught as an individual subject as well as incorporated into other curriculum lessons. We recognise the importance of an enriched environment where pupils take pride in their writing and can adapt their style for a range of contexts. Reading is the key skill at Earley St. Peter's as it enables children to access all areas of the curriculum. We believe Oracy in the classroom and a rich vocabulary should be taught as it has been proven they have a profound impact on learning and on the personal growth of an individual.

We believe this approach at Earley St. Peter's will incorporate the National Curriculum aims for English that all pupils will:

- 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.

Implementation

In EYFS and KS1, we teach synthetic phonics, following the **'Letters and Sounds'** scheme. Synthetic phonics is a method of teaching English reading which first teaches the letter sounds, and then builds up to blending these sounds together to achieve full pronunciation of whole words. This way of teaching phonics is taught systematically over a period incorporating a range of skills such as blending sounds, segmenting sounds for spelling, learning to read the common exception words, moving through the phases to learn all 44 phonemes and then moving onto alternative sounds.

Phonics is taught in streaming groups across classes in EYFS and similarly in KS1. Throughout the year, we continue to assess the children's progress to ensure challenge and pace in our phonics sessions, and regroup pupils according to where they need to be.

The children write every day, rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.

They practise handwriting every day: they learn correct letter formation and how to join letters speedily and legibly.

This is supported by our reading system, where emerging and developing readers change their books regularly and teachers can monitor their progress and how they apply their phonics skills in reading sessions. Pupils in EYFS take home reading books that contain the new grapheme-phoneme correspondences they have been taught that week.

Deepening pupils' reading skills through whole class reading is a continuous progression throughout the school from Reception to the end of Year 6. This encourages pupils to read, reflect and respond to a wide variety of genres. Teachers introduce new vocabulary before they start reading. In **Key Stage 1** and **Key Stage 2** whole-class teaching of comprehension skills is an integral part of developing pupils' inference skills and supporting appropriate responses.

Motivation for writing is important at Earley St. Peter's. Pupils are inspired by the engaging units of work implemented throughout the school which aids them in developing their writing skills and their thirst for learning. Teaching of Tier 2 and Tier 3 vocabulary helps to enrich pupil's understanding. During writing sessions, pupils are encouraged to use different resources such as dictionaries and thesauruses to embed the learnt Tier 2 vocabulary.

Based on cognitive science research, we use strategies such as low stakes questioning/testing to embed the learning in children's long term memories. We seek to develop children's oracy skills in both discursive and presentational activities.

To enhance children's access to learning experiences, we provide high quality reading texts across a range of genres and organise theatre visits, trips and drama workshops.

Impact

Through our focus on reading, our pupils have the opportunity to develop culturally, emotionally, intellectually, socially and spiritually. Access to a carefully selected range of high quality literature enables pupils both to acquire knowledge and to build on their cultural capital, so that they are able to speak, read and write fluently and communicate confidently participate fully as members of society. In 2019, children at the end of Key Stage 2 77% achieved age related expectations for Reading, 91% for Writing and 47% achieved greater depth in Reading, 67% in Writing.

Assessment

Assessments of the children's knowledge and understanding are ongoing throughout the year. These include observations, discussions and written outcomes. A summative assessment of whether a child is working at age related expectations plus their attitude to learning English is reported to parents/carers at Parents Evening as well as in a written annual report.

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Subject Leaders for English