

## Curriculum Statement for English

### **Intent**

At Pensby Primary School we believe that a quality English curriculum should spark and develop children's love of reading, writing and discussion. It is our aim that children from all backgrounds are exposed to a vocabulary-rich environment from a very early age, engaging them in a wide range of speaking and listening activities that inspire all children to be confident in the art of discussion and communication. Designed and delivered through high-quality literature, our curriculum focuses on engaging and vocabulary-rich texts that signpost wider curriculum opportunities and embody our whole school approach to reading. With a wealth of writing opportunities, our English curriculum recognises the importance of nurturing a culture where children take pride in their writing and can write clearly and accurately, adapting their language and grammatical style for a range of contexts with confidence.

### **Implementation**

Our English curriculum is driven by the Read to Write scheme of work and supplemented by additional texts and schemes, such as Read, Write Inc. and Vocabulary Ninja, that support the wider curriculum. The structure of our lessons allow children to be fully immersed in high-quality literature, providing opportunities for the children to enjoy, explore and respond to texts in a variety of ways. Through the analysis of text structures, language features and grammatical structures, our curriculum encourages children to gather ideas for writing during the reading stage so that guided and shared writing sessions encourage children to use the writer's toolkit with confidence. Independent writing opportunities are organised daily to allow our children to have the opportunity to write each day with more extensive writing tasks built into the curriculum to support a range of genre.

### **Aims**

Our curriculum aims to ensure that all pupils:

- 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.

### **Impact**

The impact of our English curriculum is that children leave Pensby Primary School confident in the acquisition of both written and spoken language, inspired by a curriculum that is rich in vocabulary throughout. Skills in speaking and listening, reading, writing and grammar are easily transferable to other areas of the curriculum as a result of an English curriculum that is organised to allow children to consolidate and deepen their knowledge of books, grammatical terms and the structures of most genre of writing.

## **EYFS**

On entry to Nursery, language and communication skills are assessed thoroughly and effectively. Using the Wellcomm screening and our onsite Speech and Language Therapist, staff work in collaboration to identify needs early and deliver rapid, high quality support. Early routines for reading are established and the range of books shared supports a wealth of interests so that children are exposed to a wide range of texts. The environment is interwoven with texts to support play and allow children to use books for reference and inspiration. Adults model reading skills and the procedure for sharing, choosing and talking about books as part of the carefully planned curriculum. The use of environmental print aids the reading curriculum further and shows that reading is purposeful, even at this early stage.

In Reception, children begin to access the Read to Write Curriculum to ensure high quality 'vehicle texts' are delivered in each key stage. 'Super Sentences' are delivered daily to encourage daily writing opportunities and to enhance stamina and resilience. Systems and procedures for reading and writing are set out clearly by our EYFS colleagues and meetings, workshops and regular modelling and communication through Seesaw; ensure that there is a consistent approach to the teaching of English.

### **Key Stage One**

Children continue to access the Read, Write Inc. phonics scheme to develop their reading and phonics knowledge. Reading comprehension skills are further developed through the Read to Write scheme, which immerses children in texts that support the English curriculum, whilst also signposting to additional reading opportunities to other areas of the curriculum. Grammar and spelling are made meaningful by links to the texts read and the writing opportunities that arise from the Read to Write units of work, ensuring that both grammar and spellings are taught for a clear purpose and not as stand-alone lessons.

### **Key Stage Two**

Children continue to develop their English skills through the use of the Read to Write scheme of work, building upon prior knowledge and understanding in all areas of the English curriculum. Skills in reading, writing and grammar are well established throughout both key stages so that children become more confident when reading and writing in a range of genre and for a range of audiences, choosing and using grammar for a purpose. The structure of the scheme allows for further reading opportunities and each unit is signposted to other areas of the curriculum so that children are able to read across a breadth of studies and interests, encouraging reading for pleasure opportunities.

### **Cross Curricular Links**

English skills are central to the whole curriculum and encouraging opportunities for the children to use the transferable skills of English in other areas of the curriculum is of paramount importance. Vocabulary is a principal feature of our English curriculum and it is our commitment to vocabulary in English that has driven the focus on vocabulary throughout all areas of the curriculum, ensuring that vocabulary is explicitly taught and that children are encouraged to study the etymology and morphology of words across the whole curriculum.

### **Integration**

Integration at Pensby Primary School ensures that all children, regardless of their ability gain access to a curriculum that is supportive of their needs. In conjunction with Stanley School, we encourage integration across both schools so that our school communities develop a greater sense of community, one that celebrates diversity and is built upon mutual respect and tolerance. With well-planned support, all children are able to gain access to a full and comprehensive curriculum that celebrates all children's interests and skills.

## **Enrichment Opportunities**

The English curriculum is enriched in a variety of ways including:

- themed curriculum and celebration days linked to other areas of the curriculum;
- visits to Pensby Library;
- author visits;
- junior Librarians trained to support the day to day running of the school library;
- reading Ambassadors scheme to share a love of reading and to mentor younger children.

## **Progression and Assessment**

### **EYFS**

Regular observations and assessments of learning are recorded using an on-line journal (Seesaw) and Classroom Monitor. These contribute to a summative assessment at the end of EYFS using the Early Years Outcomes - soon to be replaced with the Reception Baseline assessment. Phonics assessment, pencil grip and tracking, word reading, letter formation and spelling assessment are introduced when children are ready.

### **KS1 and KS2**

Formative assessments of pupils' learning are made and assessed through observations and classwork and shared as evidence on Seesaw. These assessments (Benchmarking/GL Assessment/reading speed) contribute to a summative judgement at the end of each term against the Literacy statements found on Classroom Monitor.

