

Curriculum Statement for English

Curriculum 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 and writing. 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 and with increasing 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, each supporting the wider curriculum where possible and each following the National Curriculum for English. The structure of our lessons allows 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 their ideas for writing during the reading stage and alongside the organisation of modelled and shared reading and writing opportunities, it is our aim to encourage our children to become reflective writers. 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.

Remote Learning

In line with our remote learning policy, the skills and knowledge in English are taught through Seesaw and will include opportunities for reading, writing (including grammar activities) and speaking, listening tasks. Remote learning, where possible, follows the structure and organisation of English sessions in class allowing our children to experience texts that drive the grammar and written aspects of their sessions.

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.
- See grammar skills taught in context and for a specific purpose.
- Use discussion in order to learn, thus encouraging our children to elaborate and clearly explain their understanding and ideas.

- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. This is supported through our drama sessions where lessons are closely linked to other areas of the curriculum, including the English curriculum.

Impact

The impact of our English curriculum is that children leave Pensby Primary School confident in the acquisition of both written and spoken language. That they are inspired by a curriculum that is driven by high-quality literature and meaningful reading, writing and grammar opportunities. Vocabulary is central to our English curriculum and an importance placed on vocabulary throughout the whole curriculum, thus ensuring that our children utilise their skills in speaking and listening, reading, writing and grammar across the whole curriculum. The organisation and progression of skills and knowledge are organised to allow children to consolidate and deepen their knowledge of books, grammatical terms and the structures of most genre of writing, including poetry.

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 wellplanned 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 Reception Baseline assessment. Phonics assessment, pencil grip and tracking, word reading, letter formation and spelling assessment are introduced when children are ready.

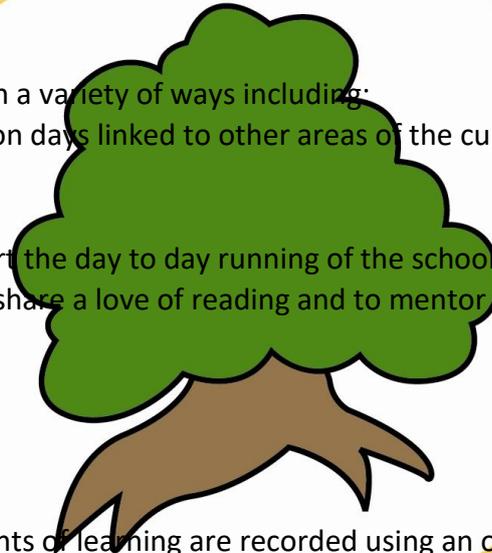
KS1 and KS2

EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Seesaw) and Depth of Learning. These contribute to a summative assessment at the end of EYFS using 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

KS1 and KS2 formative assessments of pupils' learning are made and assessed through observations and classwork and tracked using the milestones documents for reading and writing and Depth of Learning tracker. Skills in reading, writing and grammar are assessed against the following criteria:



Writing & Grammar:

- Writing for a purpose.
- Imaginative description.
- Organisation.
- Paragraphing.
- Sentence structures.
- Presentation.
- Spelling.
- Punctuation.
- Grammatical features.

Reading:

- Reading accurately.
- Understanding what has been read.

