

English Curriculum Statement 2019

Reading

Every child takes part in a daily phonics session in Reception and KS1. This work is further supported in KS2 through our Spelling and Grammar programmes. We use the Read Write Inc programme (Rec, Y1,Y2) supplemented by Direct Phonics to target specific children.

The phonic phases are taught in targeted groups to ensure a more rapid rate of progress through the phases. Shared and whole class reading is also used to further develop reading skills to include higher order skills including inference and deduction. Whole class reading takes place in EYFS, Y1 and Y2. Children are given a levelled reading book to share and enjoy with adults at home in Rec, Y1 and Y2.

In KS2 children are placed on the Accelerated Reading Programme which is monitored on a set day by a designated T.A. and each class teacher. The children are encouraged to read every day for a set period from 20-30 minutes. This encouraged in depth reading and promotes understanding of the text.

We promote a love of reading and reading for pleasure through our annual 'World Book Day' where our whole school undertakes a reading project involving all year groups. We celebrate National Nursery Rhyme Week each November. We have a Buddy reading project to develop peer to peer support for reading. This is run with Year 6 pupils linking with Year 2 beginning in the autumn term and Year 5 pupils linking with Year 1 in the summer term. The profile of reading is raised through activities including the Summer Reading Challenge, which is National and the Christmas Reading Challenge, which is entirely school based; this encourages parents to assist their child with regular reading over the Summer and Christmas holidays. We hold a celebration assembly where children are awarded a prize and certificate to show how much we appreciate their participation. Photographs of children taking part are displayed in school.

Writing

Writing starts through delivery of our phonic and spelling programme which supports children in spelling words correctly and is further developed through our literacy teaching sequence. Children are encouraged to apply the skills and knowledge learnt through phonics and spelling tasks to articulate their ideas through speech and writing. In EYFS the writing takes place around the children's interests and topics. Early mark making plays a vital role in the development of writing skills.

Writing starts through immersion in texts, exploration of settings and characters further allows children to explore the use of language so they can plan, edit and evaluate their own writing. Writing in EYFS is supported by Read Write Inc.

The Write Stuff (Jane Considine) (EYFS training is planned for October 2019)

We have adopted Jane Considine's teaching approach to writing based on 'The Write Stuff'. The Write Stuff brings clarity to the mechanics of the teaching of writing. It

follows a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organizationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. An individual lesson is based on a sentence model, broken into three separate chunks:

1. Initiate section - a stimulus to capture the children's imagination and set up a sentence
2. Model section - the teacher close models a sentence that outlines clear writing features and techniques
3. Enable section - the children write their sentence following the model

The Write Stuff method is used once every half-term. It reinforces grammar through the use of:

- The FANTASTICs which are an acronym that summarise the ideas of writing
- The Grammar Rainbow is a classroom tool that enables the teacher to drive key grammar messages.
- The BOOMTASTIC which helps children capture 10 ways of adding drama and poetic devices to writing in a vivid visual

Panning for the Write Stuff follows the Jane Considine model:

Sketch Planning

This model focuses on the idea for a story might come from the books children have read (on their own or with the teacher); films and TV series; computer games; imaginative games the children have played; places they have been and experiences they have had: anywhere really. The trick is to teach children that it is fine to 'steal' ideas, images, words or phrases and put them together to make something of their own. Each unit taught is built around key objectives from the 2014 English National Curriculum and assessment is ongoing throughout the unit with statements taken from the Target Tracking statements for English.

Editing

For editing to work well, children have to be responsible for changing and improving their own work. We encourage this to happen in a few stages and each time the writing gets slowly better. The first step is for children to carefully proof-read what they have written (aloud if possible), and then teachers provide 'first impressions' feedback. Teachers then mark the work using a pink highlighter to indicate an area for praise and a green highlighter to indicate an area for development (See whole school Marking Policy). The children use a green pen to make changes, some peer assessment or sharing the work as a class is used can be followed. The children can then redraft and edit their work as often as needed until they complete their final written piece.

Guided/Shared Writing

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions at the end of each unit. Guided writing takes place with a group of children with similar writing needs/targets. During a guided writing session, the children write with a teacher supporting.

SEN and Equal Opportunities

All children have an entitlement to participate fully in English, regardless of gender, race, age or ability, in accordance with the school's Equal Opportunities Policy. Children whose second language is English receive appropriate support as necessary. Those children who are identified as needing extra support will be monitored closely by the Class Teacher and the SENCo. Specific interventions will be put in place to support those children. Where children need a higher level of intervention support is available in line with the Special Educational Needs (SEN) policy.

The Classroom

All classrooms provide a stimulus for writing. Topic books, fiction and non-fiction books are displayed to enable children to read as often as possible to develop their understanding of written language. English Working Walls are used to display key terminology and ideas for writing. The Write Stuff learning unit is displayed so that the children have access to the whole unit of writing. Children's best work is showcased in the classroom and throughout the school to encourage high standards.

Cross-curricular writing opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

Working walls are used to share success criteria and WAGOLL is used throughout the school. Our curriculum is designed to benefit from cross curricular themes and writing is promoted across all subject areas.