



Kidmore End CE Primary School English Curriculum 2022-2023

Intent

At Kidmore End CE Primary, we believe that the English curriculum should develop the children's love of reading, writing and discussion. We are adopting the Cornerstones curriculum. We are following the Cornerstones curriculum and our English is linked to this with recommended texts for reading and linked genres to stimulate writing.

Our reasons for taking this approach are as follows:

- Context of school/children
- Previous historical approaches and impact
- Research and evidence into approach
- Impact of this approach
- Pupil voice
- Monitoring of provision
- Knowledge and skills needed
- Purpose and audience
- Aims of national curriculum

The main aim of such an approach is to ensure that our children all:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, both for 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 literacy heritage and that of other cultures
- 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 their understanding and idea clearly
- Are competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- Have acquired key skills in spoken language, reading and writing that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life.

As things stand, this approach is being developed across the school.

Our curriculum shows clear planning and sequencing across the whole school to support children in building upon previous knowledge and achieving success as readers and writers. Our curriculum is ambitious and designed to give all learners particularly the disadvantaged, the knowledge and cultural capital they need to success in life. This can be seen by the use of high quality texts linked to curriculum topics.

Updated: September 2022

Progression

How do our fiction/non-fiction/poetry opportunities build up over time?

What are key skills in English that we intend to secure by the end of year/phase/keystage?

Spoken language is a key driver for reading and writing and is embedded within our curriculum and pedagogical approaches

We intend for **all** pupils to access the curriculum and we will ensure this happens by:

- Identifying children at risk falling behind through assessment/screening/observations
- Scaffolding approaches
- Interventions
- Resourcing
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We intend for **all** pupils to achieve to their full potential, including challenging our more able pupils. We ensure this happens by:

- Giving opportunities for writing.
- Using a range of approaches to support and stimulate writing – talk for writing, open doors writing
- Providing range of resources to encourage and support writing.
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Implementation

We ensure that **all** staff at Kidmore End CE primary have expert knowledge in English. We do this by training, staff meetings and joint key stage planning. This has included training on writing provided by English consultant. This CPD has meant that consistency is being/has been gained across the school in writing and the teaching of phonics. Where staff have less subject knowledge, they are supported by the English coordinator.

The teaching of reading is built on the teaching of phonics in the initial stages. At Kidmore End we are developing the use of Rocket Phonics for the introduction of initial reading skills (see Phonics policy).

Phonics will be overseen by a dedicated phonics leader with ownership of the subject across the school.

- We will accurately and consistently follow the Rocket Phonics programme throughout the school. All teaching will follow the teaching and learning cycles and the key principles of Rocket Phonics will be taught explicitly.
- All children in EYFS and KS1 will be taught at least 30 minutes of phonics per day. In KS2 phonics is taught in small groups where there are issues with phonological awareness. Reading skills will continue to be taught.
- Formative and summative assessments will be used to quickly identify any children in need of additional support and practise. Additional support shall be prioritised and planned to meet the specific needs of the child.
- All staff will have sufficient training on the systematic, synthetic phonics (SSP) programme to ensure they are confident with the subject knowledge.
- All reading books will be matched carefully to the children's phonic level. Books should not be a challenge for children, instead they should offer the opportunity to practise the phonics they already know. Children should be able to read their own books with at least 90% accuracy.
- Common exception words will be taught within the SSP programme and will link with home reading books and weekly spellings.

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Within the teaching of reading we have a reading spine for each year group to ensure the use of quality texts. Reading is supported by the guided reading, class reading and working with individual children

The teaching of writing is linked to the cornerstones topics when appropriate, it can also be linked to the high quality reading texts. The school overview ensures coverage of different genres across the Year groups, considering:

- Purpose and audience
- Writing process
- Forms of writing
- Spoken language
- Spelling
- Handwriting and presentation
- Vocabulary and grammar
- Revisiting, building on previous knowledge, sequencing, retaining, progression,
- Application in other subjects

Inclusion

We aim to include children of all abilities, support is given to SEN children? EAL children through differentiated or even different work. Interventions are used when required. Currently some children receive additional tutoring as part of the Catch Up Programme. Children are given challenge opportunities to extend

Our medium-term plans have been designed to take into account cases where 'catch-up' is required. Medium term planning may be adapted as needed to ensure children secure key expectations and learning is consolidated. Pupils have opportunities to revisit/apply skills by... This can be seen by...

In lessons, teachers use precise questioning to check knowledge and understanding. They formatively assess in lessons to identify who requires intervention, meaning that all pupils are expected to 'keep up.'

In terms of assessment, children are assessed against how well they have understood a range of both key objectives and others from the National Curriculum. Such assessment links with day-to-day Assessment for Learning, which informs teachers about the elements of learning pupils need to develop further. In order for the x approach to work, we understand the particular need for children to achieve key objectives for their current stage of learning. The attainment and progress of pupils' learning is tracked by class teachers and senior leaders, so that early intervention can be put into place to ensure no child falls behind.

The curriculum for English is reviewed by SLT through learning walks, book scrutinies, pupil voice and analysis of data both summative and formative

Impact

Pupils enjoy reading regularly, for information and for enjoyment/pleasure. Pupils discuss books with knowledge and interest. Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences in all areas of the curriculum.

Pupils are proud of their writing and know that it is valued by others. Skills progress (e.g. grammar and punctuation) throughout the school is evident in children's books.

Pupils are using appropriate and adventurous vocabulary choices in their work.

Writing across the curriculum is the same standard as in English books.

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A range of genres are taught across the school and there is evidence of a clear teaching sequence in books.

Pupils respond to marking and comments by editing and improving their work.

Pupils use classroom resources to support their learning.

Pupils presentation is of a high standard.

Teachers regularly moderate pupils work in school (across phase) and in staff meetings with other schools to ensure accurate assessments made.

Teachers track pupils' progress termly.

Nfer tests in Reading and Spelling, Punctuation and Grammar are used as diagnostic assessment

Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or in the case of those working significantly below expectations to make better than expected progress.

Subject leader provides an action plan for the subject, undertakes work scrutinies and addresses areas for development and improvement annually.

Standards being met at the end of EYFS, Phonics Screening Check, KS1 and KS2 are broadly in line with local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are included on the School Improvement Plan and English Action Plan.