



All Saints C.E First School



English Curriculum Statement

Intent

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

At All Saints C.E First School we support the aim for English expressed within the National Curriculum: 'to promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.'

Implementation

Spoken Language

This underpins the development of reading and writing and is vital for pupils' development across all aspects of the school curriculum. We provide children with a wide range of opportunities to hear and use good quality vocabulary, focusing also on variety. Children are encouraged to ask questions, discuss in pairs and groups and to use conventions for discussion as well as debate. Opportunities for drama are sought throughout the curriculum as it is recognised that the skills that are developed through this medium are unique.

Reading

Throughout Key Stage 1 and 2 children engage with high quality picture books, novels, poetry and non-fiction through a wide range of teaching approaches. Children are immersed into the text through music, art, drama, discussion and role-play. Other approaches include responding to illustrations, animations, story mapping and book making. Children take ownership of the text and engage with it deeply.

Our aim is to teach children to read fluently and accurately so that they have a full understanding of text, resulting in enjoyment of what they have read. We share this aim with parents, and to this end, use a variety of strategies, including guided reading sessions and 1:1 reading opportunities. Our children's reading experiences continue and develop with them learning to read for a purpose – why are they reading? This of course reflects directly upon their writing skills, when the two are allied and the connections are made known to the children! Children are, therefore, encouraged to make choices about their reading matter, according to why they are reading. When reading for information, higher reading skills are taught so that they can skim/scan text for what they need.

Skills such as recapping on what children have read, predicting what might happen next and inviting opinion as to why, are **vital** to children progressing as readers and these skills are encouraged from our earliest readers.

Phonics:

We ensure that our children receive high quality phonic teaching on a daily basis. We use Letters and Sounds as a basis of the order in which we introduce phonics. We deliver this through the use of the DFE Validated schemes: Active learn (bug Club) and supplement it with Discovery education and twinkl phonics. In EYFS and Key Stage 1 we use bug club text as our main readers, supplementing these with Floppy's phonics texts. In Key Stage 2 We deliver phonics intervention to those pupils who are not on track.

Writing:

Learning to write is a complex process that involves a variety of skills but is an extremely powerful medium. It can last longer than the spoken word and can, and often has, been immortalized. We encourage all our children to become “authors” in their own right.

Initially, a child needs to be able to form the letters needed and then be able to express their ideas using these letters. Through shared and guided writing opportunities, we equip children to develop the skills of writing clearly and legibly. When the child is confident with these basic skills, they will work towards being able to write with a greater sense of purpose and learn to organize their writing according to this purpose. Children are equipped with the necessary tools to do this, being given daily opportunities to focus on spelling and/or grammatical structures.

Grammar, Punctuation and Spelling

At All Saints we aim for our pupils to become fluent and effective writers. Accurate use of grammar, punctuation and spelling (GPS) is a means to that end. We use the National Curriculum 2014 as a basis for teaching GPS by introducing patterns or conventions and continually practising those already introduced.

GPS strategies are taught explicitly in short interactive and investigative sessions. Pupils are taught to recognise which strategies they can use to improve their own spelling. Pupils are encouraged to apply learnt strategies to their independent writing.

In KS1 children learn spelling largely through their daily phonic sessions. In KS2 Children are taught spelling strategies and rules during the English lesson.

The teaching and learning of grammar and punctuation is embedded within the English teaching sequence and in other areas of the curriculum, where writing is required. This is then applied to work which is then applied within longer pieces of writing at the end of the teaching sequence and in other curriculum areas.

As they become more confident, children are encouraged to check spellings using a dictionary and to expand their vocabulary using the thesaurus.

Handwriting

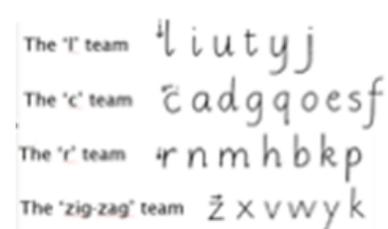
We strive for our children to form correct letter formations, joining and good handwriting habits so that they can write fluently and legibly by the end of KS2. To teach children to write with a flowing hand which is legible, swift and pleasant to look at.

Ensure the child is ready to write.

In EYFS we encourage lots of large motor and fine motor movements such as tearing and cutting with scissors. We use dough gym to strengthen fine motor skills

Teach how to make the letter shapes

When pupils are ready we teach single letters shapes and their letter family. We teach by demonstration and observing the children’s practice. We use sand trays, paint and white boards to practice our formation



Write letters on a single line

When pupils are ready we teach them to write their letters on a single line. Reinforcing that the tails of g, p, etc should hang below the line.

Teach capital letters and use for names, e.g. Oliver

When the pupils are ready we teach Capitals are as tall as h, l, b etc and do not join to the other letters in a word.

Teach the relative size of letters

In Key stage 1 we teach pupils to use the three sizes names: attic (h, b, etc), room (a, e, etc), cellar (g, y, etc) or sky, grass, underground.

Show how words need a small space between them

We use a lolly stick or piece of card to teach spaces between words.

At the end of Year 2 or when pupils are ready we teach how to join the letters. Encourage writing at increasing speed. Introduce loops to y, g, j to increase fluency, and make other individual modifications.

During lessons, we ensure that children sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. It is important that in the Early Years and at Key Stage 1, children are observed closely during the lesson to ensure that letter formation is correct and corrected if needed. In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work.

Impact

Subject Leader and Senior Leaders continually monitor the impact of the effectiveness of this curriculum through self-review activities including lesson observations, book scrutinies, learning walks, pupil conversations and environment checks.

Data is analysed and as a school we aim to consistently perform above the national average in Reading, Writing and phonics.

Regular termly Pupil Progress meetings are held to ensure that all children are making progress; intervention sessions are provided by experienced teachers where children are falling below, and close monitoring of PP, FSM and SEND pupils is carried out.

Performance Management targets for teachers are linked to above national % for reading and writing. INSET and professional development opportunities are offered to staff to ensure excellent teacher's subject knowledge.

Subject Leader attends termly Subject Updates and cascades relevant information to staff. As a MAT we have been involved in moderation of reading and writing with other schools to ensure consistency for all children.

Next Steps –

Focused Priority :

- Research and develop a 'no marking policy' initially in written English books.
- Research DFE validated systematic phonics scheme that may best impact pupil attainment.
- Audit the range of quality texts used to support Literacy and topic areas.