

Aim of the English Curriculum:

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment by ensuring pupils are able to

- 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.

How is the English programme of study implemented?

The English Curriculum is broken down into specific areas

Reading

Early reading is taught through the Read Write Inc programme and Collins 'Big Cats' reading scheme (KS1). In KS2, children move onto the 'Treetop' reading scheme until they become competent readers.

The 'Guided Understanding' is introduced from Year 2-6 to develop children's fluency and understanding of texts. The model is broken down over four days: the first day is whole class teaching focusing on becoming familiar with the text, exploring unfamiliar language, retrieving information and a range of other skills; day two focuses on the development of retrieval and inference skills; the third day focuses on application of skills where children apply key skills independently and finally the last day is a focus lesson which focuses on specific targeted areas.

Class readers are used from nursery to year 6 to develop children's love of reading and understanding of texts. Children are also given opportunities to access a range of fiction and non-fiction books from the class library and the whole school library.

Writing

Writing is delivered through a range of genres. All genres are broken down into five concepts and form the sequence of teaching: these are familiarisation with the genre and text type; capturing ideas; teacher demonstration; teacher scribing/modelling through supported and guided writing, and finally, independent writing.

Spelling, vocabulary, grammar and punctuation

Opportunities to enhance children's vocabulary, spelling, grammar and punctuation arises naturally from reading and writing lessons. However, grammar and punctuation lessons are taught explicitly from Years 2-6. Spelling rules are taught weekly across school and weekly spellings are given to test children's understanding of the spelling rule taught.

Handwriting

Explicit handwriting sessions are taught throughout the week using the Nelson handwriting scheme. Handwriting is also reinforced through all subjects delivered.

How is English assessed focusing on prior knowledge and progression?

Assessing children's prior knowledge is pivotal in all lessons to ensure children make progress and build upon previous knowledge. Children's knowledge and understanding of key skills are tracked throughout the school using the schools' formative and summative assessment systems. Below is a summary of how assessment is used within each area.

Reading

Early reading is assessed through the Read Write Inc programme. A baseline is conducted at the start of each year to assess children's prior knowledge. Formal Read Write Inc assessments are then carried out every half term to assess children's progress and identify children who need to take part in the 'fast track' tutoring programme to ensure they make accelerated progress. Teachers also use AFL on a regular basis to build on children's knowledge and track children's progress so that children are able to move onto the next stage of the 'Read Write Inc programme.'

Children's reading ability is assessed and bench marked at the start of the year using the Collins 'Big Cats' reading scheme and the 'Treetop' reading scheme (KS2) to ensure children are given age appropriate books from the reading scheme and children become fluent readers.

Writing

At the start of every academic year, teachers deliver a two to three week skills week programme, where children's previous learning is reviewed and built upon. Teachers explicitly model key skills in all lessons to ensure previous learning has been understood, misconceptions are addressed and previous knowledge is built upon.

Spelling, vocabulary, grammar and punctuation

Opportunities to review children's prior knowledge is linked to vocabulary, spelling, grammar and punctuation which arises naturally from reading and writing lessons. Children are also given opportunities to review statutory spellings through weekly spellings and during assessment weeks throughout the year so that they can build on previous learning.

Handwriting

Handwriting is assessed throughout the school using Nelson assessments every half term to assess the progress and set up focus groups/ activities for those children who are not making the necessary progress.

How do we ensure the English curriculum is for everyone?

Inclusion is core in all subjects delivered within the English curriculum with resources, activities and targeted teaching and resources being used to ensure all children meet their potential and build upon prior knowledge. Below is a summary of how the English curriculum ensures the curriculum is for everyone within each specific area.

Reading

Effective assessments are used using the Read Write Inc programme to ensure children are placed into small focus groups based on their individual understanding of sounds and blending which ensures children are able to make progress at their level. The 'Guided Understanding' model caters for individual needs and challenges children's learning through targeted questioning, differentiated resources/texts and targeted support. Additional intervention programmes are also used to challenge children's learning and also address gaps in children's knowledge to ensure children build on prior knowledge and make the necessary progress.

Writing

Writing is delivered using the three-phase approach and resources and activities are differentiated to meet the needs of individual children. Also, explicit modelling of key skills ensures teachers are able to model key skills linked to children's specific learning needs ensuring all children build on previous learning. Additional intervention programmes are also used to challenge children's learning and also address gaps in children's knowledge to ensure children build on prior knowledge and make the necessary progress.

Spelling, vocabulary, grammar and punctuation

Spelling, vocabulary, grammar and punctuation are taught through explicit lessons and through reading and writing where resources and activities are differentiated to meet the individual needs of pupils. Spelling interventions are used to build on children's prior knowledge and address gaps and misconceptions.

Handwriting

During handwriting sessions, teaching staff use targeted teaching to support children with the handwriting focusing on correct placing of letters, letter formation, joins and developing their own handwriting style. Additional intervention programmes are also used, where needed, to refine specific skills.

How do we ensure key content is remembered as pupils move through school?

Reading

The Read Write Inc programme follows a set structure with each lesson focusing on reviewing sounds, developing new sounds and reading words from the story books which ensures key content is remembered as the children progress through the programme. A Read Write Inc baseline assessment

is carried at the start of every year, and further assessments are carried out every half term to ensure children's prior knowledge is reviewed and gaps in the children's knowledge are addressed.

The 'Guided Understanding' introduced from Year 2- 6 builds upon content from the previous year and children and previous knowledge taught. Teachers use targeted questioning to check children's understanding and move children on as well as using reading assessments assessing children's application of skills and understanding.

Writing

At the start of every academic year 2-3 weeks are allocated to teachers reviewing previous learning and addressing misconceptions. Teachers also review content through targeted questioning as well as explicitly modelling key skills to address misconceptions and move learning on. Assessments are used to review children's understanding of key skills which then informs future planning.

Spelling, vocabulary, grammar and punctuation

Targeted teaching and questioning is used to assess children's previous knowledge linked to spelling, vocabulary, grammar and punctuation. The statutory spelling list is reviewed regularly and during assessment week to assess children's understanding.

Handwriting

Handwriting is assessed throughout the school using Nelson assessments every half term to assess children's prior knowledge. During teaching, teachers will explicitly address misconceptions and review letter formation/ joins where needed.

How will the English curriculum prepare children for the future and allow children to apply the key skills learnt?

Upon leaving Canterbury Cross Primary School, we hope all children will be effective, competent communicators and good listeners-who are able to express opinions-articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary. We hope all children become avid readers and develop a growing vocabulary in both spoken and written form. We believe the children will have developed the necessary grammar, punctuation and understanding of spelling conventions to write for a range of audiences and purposes.