



English Curriculum Statement

Intent

Through a well-balanced curriculum, all pupils become confident speakers, listeners, readers and writers and use these language skills for a wide range of purposes. A Bytham's pupil will:

- Be competent in the arts of speaking and listening, communicating their understanding and ideas clearly and using discussion in order to learn.
- Express their opinions, articulate feelings and listen to and respond appropriately in a range of situations;
- Participate with different groups of children to present ideas with confidence, valuing the views of others;
- Speak audibly and confidently before an audience (for example when performing in school plays).
- Secure phonic knowledge in order to decode words easily and read them aloud fluently and accurately.
- Use their phonetic knowledge to write with accuracy and build quality sentences.
- Explore the content of a range of texts to ensure full understanding of what they have read.
- Become confident, enthusiastic, independent and reflective readers who develop a habit of reading a variety of texts for both pleasure and information.
- Develop as readers alone or as a shared experience with adults and peers.
- Write clearly and coherently, adapting language and style in a range of contexts, purposes and audiences.
- Write ambitiously and confidently by planning, rehearsing aloud, drafting and editing their writing.
- Know and understand grammatical terms and use these correctly.
- Make fair critical responses about their own work, that of their peers and for a range of writers.
- Produce clearly formed, concise, legible handwriting and to take pride in the presentation of their work.

Implementation

Teaching from Year 1-6 follows the New National Curriculum for English (2014) This is divided into three key stages: Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6) and follows four areas: Spoken language; Reading (word reading and Comprehension); Writing (transcription, spelling, composition, handwriting and presentation; Grammar and punctuation. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Teaching in Reception follows the guidance of the new EYFS Development Matters Sept 2020 and has due regard for the Statutory requirements of the EYFS Framework March 2021.

Planning:

We carry out the curriculum planning in three phases (long, medium and short term)

Long Term Planning: The National Curriculum for English (2014) details what we teach in the long term. In addition, teachers prepare an overview of the year using a specific yearly calendar format.

Medium Term Planning: Teachers create termly overviews outlining the text based units they will follow as well as any cross curricular links, additional texts, independent pieces, spelling and handwriting links.

Short Term Planning: Where teachers are following pre-prepared Write Stuff units, annotations are made on paper based units. If teachers create their own Write Stuff units, Jane Considine's planning tool is used to map out lessons. Where teachers are not following Write Stuff Unit, planning is prepared by teachers and identifies the national curriculum learning objectives alongside details of the teacher's and teaching assistant's roles, children's differentiated activities and learning outcomes. To then ensure that there is a range of genres and a good pace of learning there is an overview of the units and details of the main teaching units.

Speaking and Listening:

Approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions, as we recognise that sharing and explaining concepts with peers enhances learning. Staff model the use of higher level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work.

Guided Reading sessions encourage pupils to explore unfamiliar vocabulary and expand their knowledge of words. Staff model correct grammar in speech and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly.

Drama and role play is used across the curriculum to explore and engage children in their learning. This gives children the chance to embed vocabulary in shared activities. Each class leads worship once a year for parents, at least once a year in church and individual pupils lead class worship on a weekly basis.

Children in Reception and KS1 perform a nativity play each Christmas; and Year 6 perform a Leavers production in Summer.

Phonics:

We follow the principles and programmes of Read, Write, Inc (RWI) throughout Reception, KS1 and into KS2 where required. In Reception children begin RWI in the Autumn Term and follow the programme daily, as the year progresses children are divided into phonic groups dependent on their 'stage not age' of reading and phonetic ability. Children's grapheme-phoneme correspondence is checked termly and children are given discreet phonic lessons at EYFS and KS1.

Reading:

Class Reader:

Throughout the school children have the opportunity to hear an adult read aloud to them every day for at least 10 minutes. This is often their class teacher but the school ensures that they also hear stories from a wide range of other staff each year. Through this, children access a range of reading genres focussed on fostering a life-long love of reading.

Common Exception Words:

From Year 1 to Year 6, children learn to both read and write common exception words related to their year group. These are monitored termly and support is put in place for those falling behind the termly expectation.

Independent Reading:

- On entry to Reception children are given books to take home and share with their parents, as their phonic knowledge grows they will take home books, organised within a Book Band system, which match the sounds they are learning and the key words they have been practising.
- Children also have access to a range of books from our school library. They spend time with their class enjoying the books within the library but also have the opportunity to take library books into their class to share with friends. This helps to develop individual preferences and interests.
- Reading Records: Home reading is recorded in individual reading records. From Reception to Year 2 home reading is recorded alongside parent comments. Year 3 and 4 these records continue, with a growing emphasis on the children reviewing their reading and books they read. In Years 5 and 6 children start to take more responsibility for the recording of their reading by writing regular book reviews.

- Reading records are monitored regularly and children are rewarded for establishing a positive routine for home reading and additional support from school can be implemented through interventions and one to one daily reading.

Writing:

The Write Stuff:

The research of Jane Considine (The Write Stuff) was a development initiative in 2018, to enhance current provision and practice. The focus remains on a love of story, enrichment and language. Children are immersed in a key text, revealing plot points one at a time through the 'slow reveal' to maintain the excitement of revealing the story. This story forms the basis of the wider project and curriculum enrichment. We add clarity to the mechanics of the teaching of writing.

In Reception, children are immersed in a language rich environment, with stories at the core of their learning and the Early Years Curriculum. Even before they can write, the children are securing their understanding of words and their meanings through 'Picture Power'. The FANTASTICS are used to focus the children's ideas about what can be seen, igniting their senses and broadening their vocabulary. The children are also taught ambitious word choices through 'Word Collecting' activities.

Once the children can segment sounds, they begin to label the pictures they see with words and soon they use these words to form sentences. The children are supported to apply their phonic learning to their writing, follow a simple sentence structure and to use basic punctuation. Not only do the children hear stories, they soon become authors themselves. They begin 'Sentence Stacking'; connecting ideas about characters to create stories. By the end of their Reception year, the children are already on their journey as writers.

Children follow a method called 'sentence stacking'. Sentence stacking refers to the fact that sentences are grouped together chronologically or organisationally to engage children with short, intensive moments of learning that they can apply immediately to their writing. Children learn to sentence stack, focusing on the style of the author and impact of words and sentences. The planning of these is based on the teacher's assessment of the children's learning needs. An individual lesson is based on a sentence model, broken into three separate chunks: ·

Initiate section – a stimulus to capture the children's imagination and set up a sentence. ·

Model section – the teacher close models a sentence that outlines clear writing features and techniques. ·

Enable section – the children write their sentence following the model and have the opportunity to 'deepen the moment' where they can explore the plot point further and demonstrate their own creative sentences using their previous learning.

The Three Zones of Writing: The FANTASTICS (Ideas), The GRAMMARISTICs (Tools), and The BOOMTASTICS (Techniques) support their **learning**, precision and writing.

The FANTASTICS system, allows children to identify the nine elements that all text types are comprised of. When pupils are familiar with these nine elements, they are able to ensure that they are incorporated into their writing. The FANTASTICS help children to sharpen their understanding of their own and others' writing by encouraging them to be observant and reflective.

The 9 GRAMMARISTICs cover national curriculum requirements, capturing the broad spectrum of key grammar knowledge. Discrete grammar lessons are also taught to ensure specific grammar knowledge is taught and revisited. A grammar routeway is used to ensure consistency and progression through school. The BOOMTASTICS capture the ten powerful ways to add drama and poetic devices to writing. They help children structure their work, teaching them to showcase their writing voice, demonstrate originality and to take risks in a bid to capture the truth of a situation.

In EYFS children access regular RWI sessions alongside a range of The Write Stuff models for early writing.

In Year 1 and 2 for the first half of the year children accessing RWI have two Write Stuff sessions a week and from the second half of the Spring term onwards, this is increased to three sessions a week. In KS2 all children who have completed the RWI programme, access Write Stuff units. Classes complete at least one Write Stuff unit a term and interject other writing stimuli, independent pieces and cross curricular opportunities in the remaining lessons. Over the year they cover a range of genres and make cross curricular links where possible.

Handwriting:

We follow Penpals Handwriting Programme from reception to Year 6 which teaches children actively through frequent, discrete lessons. We believe that developing the necessary fine and gross motor skills in

readiness for handwriting is vital to setting children on the right path and that warming up for handwriting is equally important for older children.

Spelling:

Children from Year 1 to Year 6 access the particular national curriculum objectives relevant to their year group and ability. Children have a spelling focus per week or fortnight which they practise through a range of class and home based activities. Spellings are brought into the rest of the curriculum where possible including in their reading to maximise learning opportunities and embed the theory into practice, using it in a range of contexts. Children learn specific spelling rules in line with national curriculum objectives and progress through these according to their ability. Within KS2 children use SpellingShed to support their learning of different spelling patterns.

Assessment and Record Keeping:

Formative assessment in writing is completed on a termly basis by teacher using the writing of the children, this allows teachers to assess children against each National Curriculum objective. This information is then used to ensure that lesson plans directly address the needs and priorities for the children. Oral feedback and teacher's marking in line with the school's marking policy allows children to act upon advice. Children also use self and peer assessment including regular use of success criteria to become involved in their own understanding of the success. Summative assessment is completed throughout the year for reading using NFER tests from the end of Yr1 through to the end of Yr6.

Cross Curricular links:

As well as teaching English as a discrete subject, teachers seek to take advantage of opportunities to make cross-curricular links. We plan for pupils to practice and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. In this way expectations of the standard of speaking, listening, reading and writing remain consistently applied. In addition, subject matter from other curriculum areas is often used as content or stimulus for speaking, listening, reading and writing.

Impact

Our language rich English curriculum facilitates sequential learning and long-term progression of knowledge and skills. We want our children's language to be wide and varied, for the children to correctly use exciting adventurous words within different contexts. **Speaking and Listening:**

In a safe and encouraging environment, children develop into confident communicators who illuminate the goodness in each other by listening, speaking with kindness and empathy and explaining with clarity and confidence. Children recognise that speaking and listening can lie at the heart of conveying character, and that through speaking and listening effectively, misunderstandings can be addressed and relationships enhanced.

Writing:

Regular practise of skills will provide children with the confidence to apply these in a range of independent situations, whereby they have the chance to show what they have internalised. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

Reading:

We want are children to be competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. Children can also read books to enhance their knowledge and understanding of all subjects on the curriculum, and communicate their research to a wider audience.