



ENGLISH



INTENT

We believe that English is an integral part of the curriculum; a subject that not only stands alone but one that is essential to success in all areas of learning. We foster a reading and writing community that reads for practice, pleasure and meaning. We provide high quality reading texts in lessons and around the school for children to enjoy and use as models for their own writing. This will ensure that children are inspired to be imaginative and to write for different purposes. We develop a consistent approach to teaching reading and writing to ensure that children possess transferable skills that they can use across the curriculum to express their thoughts and ideas creatively.

3D CURRICULUM

Staff provide opportunities for pupils to read and write in other subjects, to further their understanding of topics or to develop their literacy skills. In recent years, we have invested in high quality texts linked to our curriculum topics.

Links to other subjects through open projects are made throughout the year for example, World Book Day, Access all arts, Historical figures.



- Continuous professional development is planned
- across the year in order to
- ensure staff are able to best
- support and develop children.

- We incorporate a Science
- Through Stories project which
- allows staff to make helpful
- links between English and
- Science.

- Vocabulary lists for all
- subjects have been created to
- expose children to more words
- to expand their vocabulary.
- Vocabulary lists are visible on
- all working walls.

ASSESSMENT AND FEEDBACK



- In Foundation Stage and Key Stage 1, children's reading books are closely matched to their phonics abilities. PM Benchmarking is used to identify which level of reading book children should take home for challenge.
- In foundation and Key Stage 1 children are regularly check on their reading and spelling of our 'word walls'. These are words chosen that are deemed important to read and spell to develop fluency. Children know which words they need to practise.
- In Key Stage 2, we use Star Reader tests to assess the children's reading levels once per term and Accelerated Reader to track their progress.
- Children take responsibility for their learning through regular formal and informal self-assessment alongside continuous adult feedback, both verbal and 'in the moment' as well as more formalised assessment using assessments sheets linked to our units of work.
- Children are encouraged to self assess their understanding.
- Lessons incorporate revisit and retrieval elements, promoting the facilitation of recalling information from long-term memory and, thus, strengthening its future retrieval.
- Weekly spelling tests for all year groups ensure that spelling rules are explicitly learnt and retained.
- Retrieval and retention activities such as 'thinking hard' tasks are used to ensure learning is 'sticky' and to encourage pupils to remember and use what they already know.

SEQUENCING AND PROGRESSION

Storytime Phonics is used effectively to teach synthetic phonics in EYFS and Key Stage 1.

Children enjoy daily phonics lessons where they participate in speaking, listening, spelling and reading activities that are matched to their needs.

Whole year-group KS2 Reading is taught through Reading Explorers.

There is an agreed SPAG progression document which identifies spelling and punctuation skills which is taught in order, as children are ready for them.

Power of Reading is used as a starting point for our writing curriculum. English content and skills are planned and taught through units of work which are sometimes linked to our Humanities topics.

We are on a 3-year cycle due to the changing class structure each year, ensuring that skills and knowledge are developed in a sensible and relatable manner.

Exciting Writing is used to allow for more independent work. Teachers provide a stimulus and text type; pupils are encouraged to work independently, using only the resources available in their classroom for support. The next lesson is spent proof-reading and editing their work to improve it further.

Teachers choose and read high-quality class reader texts to children for 15 minutes daily during protected reading time at the end of the day.

IMPACT

Our children utilise consumer and market research to inform their designs and manipulate materials with intent, drawing on skills learnt in other subjects, enabling them to explore the designed and made world in which we all live and work. They build on what they have learnt in previous year groups and, through use of self-assessment and evaluation, and constructive feedback from their peers and adults, know how to improve their products and make progress. Our children make mistakes and change their minds and recognise that this is a fundamental part of the design process. Through design and technology, our children develop life-long skills and can recognise their own successes. Our children are designers and talk about their work with pride.