

North Marston Curriculum Statement – English

Intent

At North Marston School our intent is to deliver an exciting and innovative Literacy curriculum which will develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of cultivating a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the arts of speaking and listening and who can use discussion to develop their learning. We believe that a thorough grasp of literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society. Our intent is driven by the Christian values we promote through everything we do.

Implementation

The implementation and teaching of English is structured around our Values, the National Curriculum and the Early Years Framework. Our aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children.

Speaking and Listening

At North Marston School we continually seek to support and promote pupils' confidence and competence in spoken language. Fluency in spoken language enables children to express their ideas and feelings, discuss and understand new ideas and underpins the development of reading and writing.

Wherever possible, we aim to use interactive teaching strategies to engage all pupils to practise their speaking and listening skills in a range of situations. Children regularly use talking partners and discussion groups to progress their understanding and learning. All adults in school model spoken language and encourage children to speak in full sentences at all times.

Reading

The opportunities, organisation and provision for the teaching and learning of reading are as follows:

Learning to read

Through EYFS and KS1 children are taught to read, following the school phonics reading scheme (Big Cat). This progresses into KS2 for some pupils. Comprehension skills are taught through whole class texts and guided reading sessions.

Independent Reading – Children have a variety of opportunities to read silently during specific times within class. Each class visits the school library to provide an opportunity to change their books on a weekly basis. A reading journal in KS2 records a pupil's reflections on what they are reading.

Phonics - Phonics is taught through Little Wandle and is taught daily to all children in EYFS and KS1. Where necessary, phonics continues to be taught in KS2.

Reading to Children and Hearing Children Read -Teachers read class novels and model reading for pleasure. It is important that children enjoy reading and also have the opportunity to experience books from classic and modern classic authors. Teachers, teaching assistants and volunteers regularly hear children read.

Reading Buddies

Children from KS2 pair weekly with children from Early Years and KS1 to hear them read and share enjoyment of texts.

Reading Interventions - A range of interventions are used to ensure that all children leave North Marston School as fluent readers.

Communication with Parents – Each child has a reading record book which logs the books which they read for pleasure, with comments on their reading. Parents and teaching staff can write in this book. Children are encouraged to read for pleasure at home every day and reading records are regularly checked in school to see that this has occurred.

Writing

English lessons are taught in mixed ability groups for at least an hour each day. We have a literature led curriculum where high quality texts or extracts from texts are used as a stimulus for quality writing. The teaching of writing includes learning about writing for different purposes and audiences, thus, enabling the children to write fluently in a variety of styles. Writing lessons also include the technical aspects of spelling, grammar and punctuation required by the National Curriculum. Application of writing skills is seen in all areas across the wider curriculum. Throughout the school the teaching of writing follows the writing process of planning, drafting, editing and improving and finally publishing writing. This process is completed in conjunction with an understanding of the purpose and audience of the writing.

Phonics/Spellings

In KS1, phonics is taught daily in 20 minute sessions. Alongside this, pupils learn Common Exception words which they are regularly tested on.

In KS2, spelling is taught by spelling patterns. High Frequency words and statutory word lists are regularly tested.

Grammar

Grammar is taught discretely as well as being embedded through the text being studied. This develops the children's composition skills and focuses on sentence organisation, vocabulary and punctuation.

Emergent writing - In Reception children are given daily opportunities to write freely within a particular genre and across the curriculum. This gives them the opportunity to become emergent writers. Writing is also encouraged through child initiated learning which allows greater opportunities to write.

Handwriting -The school encourages a cursive handwriting script when the child demonstrates that they are ready for this. In EYFS the teaching of handwriting is led by the child's ability. Handwriting is taught and reinforced regularly within children's school books and also through discrete handwriting sessions in KS1 and interventions (where necessary) in KS2.

Marking - Work is marked and assessed in line with the Feedback and Marking Policy.

Impact

As a result, we have a community of enthusiastic readers who read regularly, widely and extensively for pleasure. They are able to share and discuss their opinions on the texts with both their peers and in written work. As writers, they enjoy showcasing their wide ranging literacy skills which they acquire through a progressive curriculum linked and developed closely to quality texts. Writing displays a clear understanding of purpose and audience and thus, they are able to manipulate their acquisition of vocabulary and grammar to create the desired effect. Focus on effective use of vocabulary, punctuation and grammar in lessons ensures that their writing reflects this. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. Planning and teaching of English follows the progressive skills curriculum, thus, ensuring that it meets the needs of all the pupils and that they attain the very best that they are capable of.

Assessment

Reading and writing are carefully assessed and moderated by teachers, as well as part of whole staff development during INSET and staff meetings. Children in Year 2 and Year 6 undergo national statutory assessments towards the end of the academic year and writing is teacher assessed against the Interim Assessment Frameworks. Children in Year 1 take the statutory Phonics Screening Check. We have a robust system to monitor and track progress through the phonic stages, with catch-up sessions for pupils where required.

The findings of the teacher assessments are used to inform planning to help the teaching and learning process. Teachers assess reading and writing termly to enable early intervention where a child is not achieving age related expectations