

Nawton and Rosedale Abbey CP Schools Federation

Curriculum Statement for English

Rationale:

At Nawton and Rosedale Abbey CP Schools we see English as a fundamental element of a broad and balanced curriculum.

We believe that a quality English curriculum should 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 nurturing 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 art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in 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.

Curriculum Intent:

The intent of our English curriculum is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. We follow the aims of the 2014 national curriculum.

The national curriculum for English aims to ensure that for all pupils:

The English curriculum:

- is thoughtful and stimulating
- develops children's knowledge and understanding of a range of genres and texts
- enables them to express and communicate their ideas
- ensures our children gain the literacy skills needed to be a well-rounded citizen.

Ensures that teachers:

- have a clear understanding of what pupils need to know, understand and demonstrate in their work
- plan several opportunities in each unit of work for pupils to show their understanding

Ensures that children:

- 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.

Curriculum Implementation:

English is taught every day as a discrete lesson but also woven into the core of all lessons; ensuring that teachers expect fundamental literacy skills in all subjects. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. English is often taught in a cross-curricular way, linking up with other areas of the curriculum.

Our English units are underpinned by a wide variety of quality texts and resources that

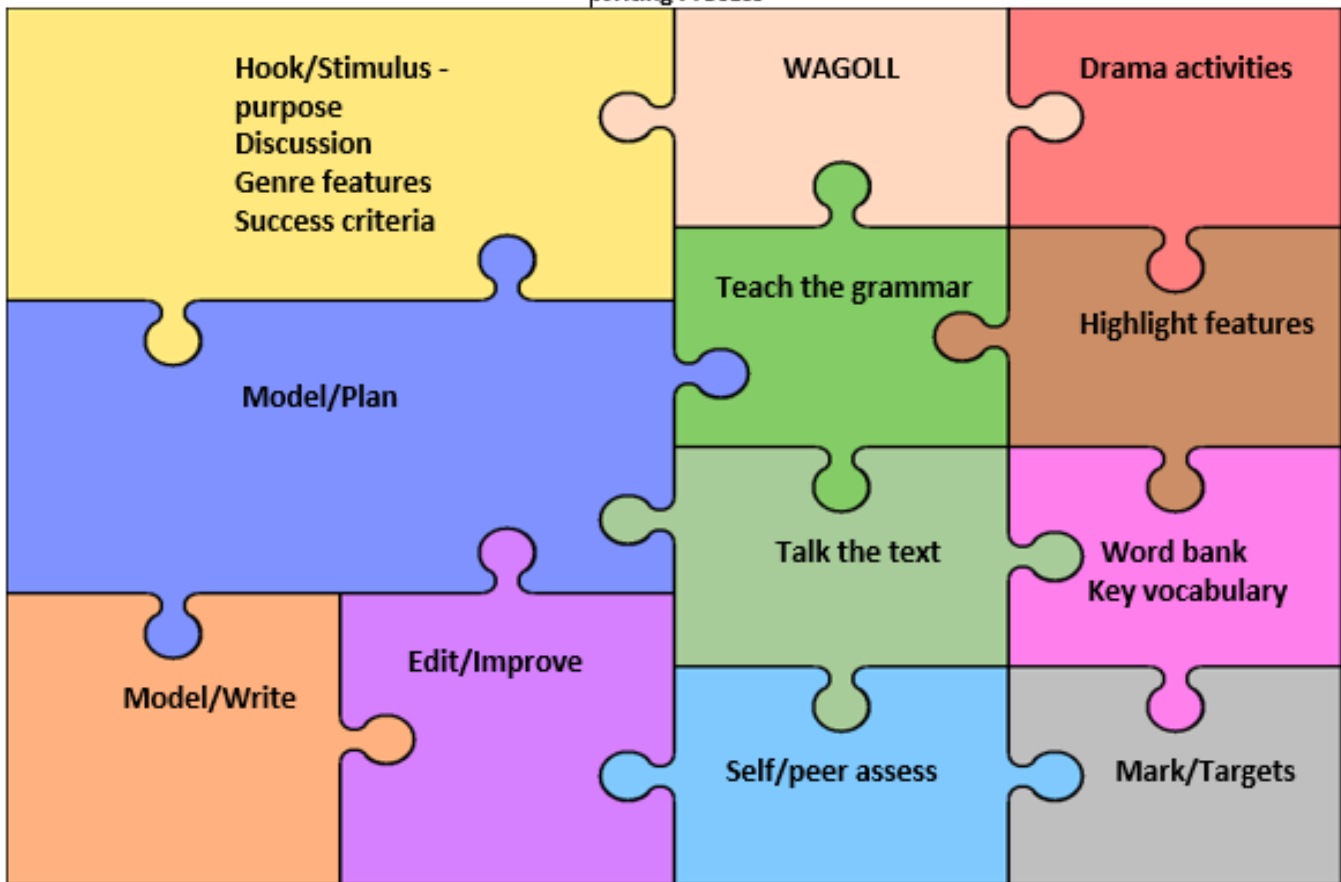
- support our school values
- reflect the cultures and heritage of modern multi-cultural Britain
- motivate, engage and inspire our children
- link to the broader curriculum and the wider world where possible
- introduce them to a broad range of classic, contemporary and diverse authors

Children are taught how to decode and excel in early reading through the use of the RWI programme from reception – year 2 and continue to develop a range of reading skills. Phonic awareness helps the development of reading by segmenting and blending sounds. Reading is also taught from year 2-6 in whole class guided reading sessions. We understand the value of excellent vocabulary. This is developed through whole class guided reading; ensuring all children have the opportunity to access high level and rich language and this practised across our curriculum constantly. In addition to group reading, children are encouraged to read aloud across the curriculum. Our pupils are encouraged to read for pleasure and to read widely through our reading scheme and school library. All children are heard reading regularly, both individually and in groups Adults model fluency and reading for pleasure when sharing class readers during story time.

Following RWI, children in year 2-6 are taught spelling rules and patterns discreetly using the coverage overview from Twinkl scheme of work. Spelling activities are taught daily and given a high priority during the editing and improving stage of writing.

Children are given tangible purposes to write where possible and are taught to 'write as a reader'; encouraged to view themselves as authors and given opportunities to publish or share their work. They are exposed to a wide range of genres to experience writing for a range of audiences. Our writing process ensures they have the skills and stamina for writing and has the following components:

Writing Process



End of EYFS Outcomes:

In line with the DfE's 2013 EYFS Profile, English can, through planned, purposeful play and through a mix of adult led and child-initiated activity, provide these opportunities for pupils:

Reading	<ul style="list-style-type: none">• Children read and understand simple sentences.• They use phonic knowledge to decode regular words and read them aloud accurately.• They also read some common irregular words.• They demonstrate understanding when talking with others about what they have read.
Writing	<ul style="list-style-type: none">• Children use their phonic knowledge to write words in ways which match their spoken sounds.• They also write some irregular common words.• They write simple sentences which can be read by themselves and others.• Some words are spelt correctly and others are phonetically plausible
Communication and Language:	<ul style="list-style-type: none">• Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions.• They use talk to organise, sequence and clarify thinking, ideas, feelings and events.• Children answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. They talk about how they and others show feelings.• They develop their own narratives in relation to stories they hear from different communities.

End of KS1 Outcomes:

Reading	<ul style="list-style-type: none">• read accurately most words of two or more syllables• read most words containing common suffixes*• read most common exception words. <p>In age-appropriate books:</p> <ul style="list-style-type: none">• read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words• sound out most unfamiliar words accurately, without undue hesitation. <p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none">• check it makes sense to them, correcting any inaccurate reading• answer questions and make some inferences• explain what has happened so far in what they have read.
Writing	<p>after discussion with the teacher:</p> <ul style="list-style-type: none">• write simple, coherent narratives about personal experiences and those of others (real or

	<p>fictional)</p> <ul style="list-style-type: none"> • write about real events, recording these simply and clearly • demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required • use present and past tense mostly correctly and consistently • use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses • segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others • spell many common exception words • form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • use spacing between words that reflects the size of the letters.
<p>Spoken language</p>	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication

End of KS2 Outcomes:

<p>Reading</p>	<ul style="list-style-type: none"> • apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), • maintain positive attitudes to reading and an understanding of what they read by: • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to their peers, giving reasons for their choices • identifying and discussing themes and conventions in and across a wide range of writing • making comparisons within and across books
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	<ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience <p>understand what they read by:</p> <ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views
<p>Writing</p>	<ul style="list-style-type: none"> • write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing) • in narratives, describe settings, characters and atmosphere • integrate dialogue in narratives to convey character and advance the action • select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility) • use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs • use verb tenses consistently and correctly throughout their writing • use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech) • spell correctly most words from the year 5 / year 6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary • maintain legibility in joined handwriting when writing at speed
<p>Spoken language</p>	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions

	<ul style="list-style-type: none"> • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play/improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication
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Cross Curricular Links:

English provides numerous links with other curriculum subjects through text selection for reading and writing stimulus.

Examples include:

Science – writing methods in clear concise language; using technical/scientific vocabulary.

History – exploring non-fiction auto-biographies to learn about key figures in history.

ICT – video literacy, using technology to record and perfect drama performances

Music – rhythm, pattern and rhyme in sounds, links to poetry and song.

Geography – use key non-fiction text features when learning to read atlas/information books.

Art – using inference skills to read non-literary clues from pictures; create poetry from paintings; discuss artistic technique.

Enrichment:

The English Curriculum is enriched in a variety of ways including:

- Visits from local authors and librarians
- Whole school reading celebration assemblies
- Whole school paired reading sessions
- Celebrating well known authors – eg - Roald Dahl Day
- Celebrating world book day
- Children are encouraged to take part in national writing competitions – eg - *BBC 500 Word story, young writers*

Progression and Assessment:

EYFS

Regular observations and assessments of learning are recorded and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes

Y1-6

The impact of the curriculum will be reviewed at the end of each term through observations, governor monitoring and formative and summative assessments of pupils' learning through individual writing trackers and NFER reading, grammar and spelling assessments. All these assessments contribute to a summative judgement at the end of the phase, Reception, KS1, Y3/4 and Y5/6.

Impact:

The impact of our curriculum can be seen through pupils' enthusiasm and knowledge of their learning and their individual progression throughout the year. Pupil voice indicates that the children are enjoying their learning and can talk about the subject and curriculum opportunities.

Through lesson and pupils' book monitoring, it is evident that pupils are being well supported to acquire the necessary skills and subject knowledge in order to become established and confident writers and work monitored in books demonstrates that the curriculum is taught at an age-appropriate standard across each year group. Lesson observations demonstrate that learning is being broken down into smaller steps and modelling supports pupils in the reading and writing process - ensuring that the subject as a whole is regularly being reviewed to ensure learning is being embedded into pupils' long term memory. Literacy skills are re-taught throughout the curriculum ensuring that they are also rooted in the learning.