

English Core Purpose Statement

Intent: (what is the purpose of this subject)

Our English Curriculum aims to immerse children in a rich reading and writing environment, igniting a lifelong love of literature and developing the skills to read, write and speak effectively and through meaningful contexts.

At the core of our curriculum are carefully chosen, high quality texts that reflect the diversity of our community and investment made to ensure that the texts in our class and school libraries reflect our diverse community. We Immerse children in rich reading and writing opportunities, fostering a love of literature and exploring a wide range of quality texts to support both word recognition, comprehension and vocabulary development and writing skills.

Our curriculum map, based on the National Curriculum, aims to develop the skills needed to be a writer, including grammar and punctuation, through reading and writing. English skills are valued and nurtured from the Early Years where mark making and early reading begins to the end of KS2 where children are able to apply their English skills and knowledge across the curriculum and in real-life contexts.

The ability to read and write and articulate ideas is the key to access many areas of the wider curriculum and the world, and so English skills are embedded in context across the curriculum. We intend our children to leave our school able read fluently and with good understanding for both pleasure and information, have a wide vocabulary, write clearly, accurately and coherently, for different purposes and audiences and speak confidently in order to learn and explain their ideas and understanding.

Implementation: (how is this structured/sequenced)

Our English Curriculum Map sequences learning in English in KS1 and 2, and the EYFS curriculum map shows how this is sequenced in the Early Years. This ensures progression of English skills from the early Years to KS2 and demonstrates the breadth of texts, reading and writing and oracy skills developed.

From Reception to Year 2, children receive daily phonics lessons to develop their early reading. From Year 1 to Year 6 children's daily English lessons provide opportunities to develop their reading, writing and oracy skills. Our core expectations outline the structure of our English lessons and reading sessions and medium-term planning supports teachers in ensuring the appropriate outcomes are reached.

Our English teaching uses the Power of Reading approach, basing our English learning on high quality texts following the learning sequences developed by the CLPE as a basis for our curriculum planning. Our curriculum map ensures that reading, writing, and oracy learning happens in context

and children are immersed in engaging stories and the rich language that these carefully chosen texts provide. Grammar skills are taught in context through our English lessons, rather than standalone lessons, and while reading is at the core of our ethos, reading skills are taught explicitly.

Care has been taken in choosing texts that reflect our school context, and are reviewed regularly. In addition to our Power of Reading Curriculum, we have a whole school shared text in autumn term one, which reflects our community and current priorities and is accessible to all learners. Quality non-fiction texts are used across the curriculum and non-fiction writing outcomes are mapped on the English Curriculum Map. The school newsletter will be developed to provide a meaningful, real-life context for published fiction and non-fiction writing.

We use the following programmes to support the teaching and learning of English:

- CLPE – The Power of Reading learning sequences
- CLPE – CLIPPA Poetry teaching sequences
- Accelerated Reader
- Read Write Inc – SSP (phonics) programme
- Cambridge University Press – Penpals for handwriting
- Lexia - Phonics intervention

Phonics

We use *Read Write Inc.* Phonics because it teaches children to read accurately and fluently with good comprehension. They learn to form each letter, spell correctly, and compose their sentences step-by-step. Read Write Inc (RWI) is a complete phonics programme which helps all children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. The programme is designed for children aged 4-7. However, at CMPS we begin the programme in Nursery and will continue teaching RWI to children beyond the age of 7 if they still need support in their reading. Children will participate in 30 minutes of phonics daily, building up this stamina from nursery and will be taught by a RWI trained teacher or TLA. Some children may need 1 to 1 tutoring in the afternoons, for a short burst of 10 minutes, these children are identified from specific assessments by the teacher. Children will be assessed half-termly by a trained adult, yet will not have to wait for this assessment to be regrouped, if they are making speedy progress before this.

Reading

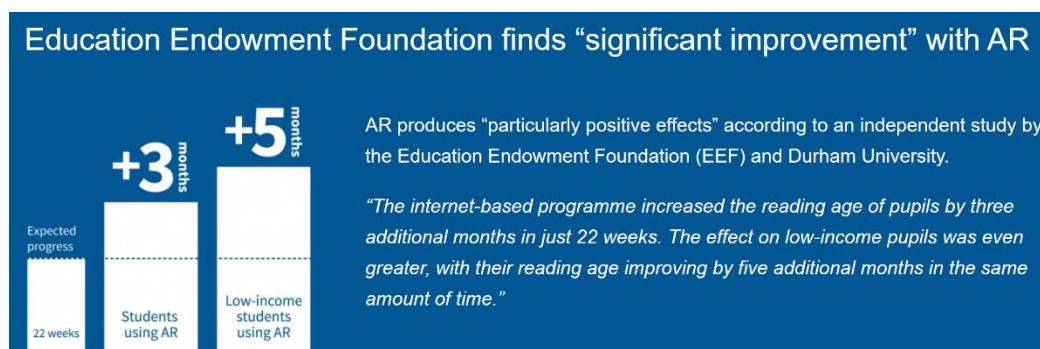
We teach reading through both discrete reading skills lessons and through our adapted Power of Reading teaching sequences. In order to ensure that all reading skills are taught we teach three, 30-minute discrete reading lessons a week focusing on: **word meaning, retrieval and inference**. The same text is used for the three lessons and the text type alternates between fiction, non-fiction and poetry, this provides children with exposure to a wider range of text types and is differentiated for the needs of all children.

In order to track progress and support engagement in reading in years 2 – 6 we use Accelerated Reader. Students access a termly computer-based reading assessment, which is used to determine student's English reading level. Students are given a ZPD (Zone of Proximal Development) a range of books that will challenge without causing frustration or loss of motivation. Children select a

book within their ZPD level. When they have finished reading, they take a short quiz on the computer - passing the quiz is an indication that the child has understood what has been read. This enables both teachers and students to track their progress in reading.

[The independent report by Dr Christina Clark of the National Literacy Trust \(NLT\)](#), demonstrated that Students who use Accelerated Reader are more likely to:

- enjoy reading
- have a favourite book
- agree that reading is cool
- read regularly at least once a week outside class
- agree that they will get a better job when they grow up if they are good at reading



Accelerated Reader:

A simple data-driven programme



Oracy

- Nursery to Year 6 progression is based on the EYFS Framework and National Curriculum and broken down into year group objectives.
- Frequent speaking and listening activities/sessions within English sequence as part of PoR as well as termly spoken outcomes
- Aligned with phonics, reading and writing curriculum through planned content and intended outcomes.
- Integrated into day-to-day routines and strategies e.g., Thunks, Thinking Pictures as well as embedded cross-curricularly e.g. debate sessions within history.
- Planned, designed, modelled, scaffolded and structured talk in English, across all other subjects and integrated into the school day
- Oracy skills are nurtured in the wider school community through assemblies, school council etc.

- The use of four stands approach to oracy: physical, linguistic, cognitive, social & emotional provides children with a range of contexts to develop their skills.
- Termly content and intended outcomes based on National Curriculum Objectives, EYFS framework and Voice 21 guidance from Nursery to Year 6 progresses from turn taking to debates.
- Progression is mapped through context, audience and purpose.

Pedagogy: (what is the approach taken)

Elements to our English lessons

We recognise that the pedagogical approaches required in each strand of the English curriculum are different but that the research we have based our whole school approach to teaching (see curriculum statement) on is at the heart of each strand.

What will you see in English lessons:

Phonics

Children will take home a phonics book that is matched to the sound/s that they are learning in class. This ensures that they are accessing the text and succeeding in their reading, seeing themselves as able readers, and reading at an appropriate yet challenging level for them.

Five key principles underpin the teaching in all *Read Write Inc.* Phonics sessions:

Purpose – know the purpose of every activity and share it with the children, so they know the **one** thing they should be thinking about.

Participation – ensure every child participates throughout the lesson. Partnership work is fundamental to learning.

Praise – ensure children are praised for effort and learning, not ability.

Pace – teach at an effective pace and devote every moment to teaching and learning.

Passion – be passionate about teaching so children can be engaged emotionally.

Reading and Writing

Based on the research by the CLPE published in [Writing in Primary Schools: What We Know Works](#), our pedagogy for writing follows these key principles:

1. Understand the role reading plays in developing writers and the value of being immersed in high quality literature
2. Ensure children have experience of a breadth of texts including those that are visual and digital
3. Provide a range of meaningful opportunities to write for real purposes and audiences and to respond to writing as a reader
4. Develop an understanding of the craft of writing by engaging meaningfully with professional authors and their processes
5. Understand and model the craft and process of writing authentically

6. Support children to identify as writers and to develop their own authentic voice
7. Give children time and space to develop their own ideas in writing
8. Use creative teaching approaches that build imagination and give time for oral rehearsal
9. Ensure the teaching of phonics, grammar and spelling is embedded in context
10. Celebrate writing through authentic publication and presentation across platforms

Memory platforms – children will revisit material from previous learning from within the unit, this may include revisiting parts of the story through retelling, quick quizzes about the plot or character, revisiting grammar skills taught through anonymous marking or looking at examples.

Connect – Link session to prior learning and clarify the learning for the lesson and how they link. The teacher will revisit the objectives of the lesson throughout to ensure the children are clear about what they are learning.

Keywords – Integrate two to three key words linked to learning with images/videos/word maps/context to support. This will usually be tier two vocabulary from a text the children will be using in the lesson, but could also be vocabulary the teacher wants the children to use in their writing.

Modelling – Present material in smaller steps with examples to guide learning. In writing this will be through high quality planned for modelled writing, which is then displayed in the learning environment to support children's independent practice.

Independent practice – Children have the opportunity to apply their reading, writing and grammar skills through regular opportunities to write independently and respond to texts through written and oral responses. Independent and group role play and drama opportunities are also planned for as opportunities for pupils to apply their oracy skills in a range of contexts.

Evaluation: (how will outcomes be measures for your subject)

English is assessed regularly both formatively and summatively. Reading is assessed through termly summative assessments (PiXL) and Star reader assessments. Writing is assessed half-termly through the assessment of writing in writing portfolios, against the year group Key Performance Indicators (KPIs). End of Key Stage assessments in English take place in line with statutory expectations in reading and EGPS.

Both summative and formative assessment is used to inform teaching. Children use their next steps from the KPIs in their writing portfolio as their personal writing targets and phonics and Star reader assessments to allow them to choose books at the correct level for their reading.

Phonics

Children are assessed using RWI assessments half termly and through the statutory Phonics Screening Check in the summer term of Year 1. Children who did not pass the Phonics Screening Check in Year 1 are retested in Year 2.

Children are assessed half-termly using the Phonics Leader handbook of assessments. This then

informs regrouping. Children making speedier progress than this will be identified by the group teacher and highlighted to the Phonics Leader, who will then carry out an assessment/check and regroup where necessary. The Phonics Leader will work closely with the 1:1 tutor to track and monitor progress of the 1:1 tutored children.

Ongoing formative assessment of progress – teachers will review, recap and re-teach sounds where appropriate. In Reception, Year 1 and 2, children with gaps will be identified and Pinny Time (the flashing of sound cards to practice throughout the day) will be used to plug these gaps, alongside tutoring.

Accelerated Reader

Children are assessed half termly using the STAR Reader assessment tool, this measures growth of reading age and the scaled score.

STAR Reading - used for screening and progress-monitoring assessment - is a reliable, valid, and efficient, computer-adaptive assessment of general reading achievement and comprehension across all school years. STAR Reading provides nationally norm-referenced reading scores and criterion-referenced scores. A STAR Reading assessment can be completed without teacher assistance in about 15 minutes and repeated as often as weekly for progress monitoring.

Next steps: (what are the key priorities for development in this subject)

1. Implement first year of Read Write Inc Phonics across EYFS and KS1, including training for all staff and training offered to parents and carers.
2. Develop staff CPD in the teaching of writing following the key principles outlined by the CLPE in line with Power of Reading and implement new English curriculum map supporting teachers in teaching writing across a range of genres and including poetry.
3. Implementation of Accelerated Reader from Year 2 to Year 6
4. Become a Voice 21 school and develop a CMPS Oracy Curriculum