















# English Curriculum

In line with the National Curriculum, we aim to 'promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.' NC 2014

INTENT	IMPLEMENTATION	IMPACT
 <p><b>Alignment to National Curriculum</b></p> <p>The school follows the Read Write Inc programme until the children can read fluently then they progress to the Mastery English programme. There are three ambitious whole class texts per year for each year group which provide challenge and to take the learning to greater depth. Spelling and handwriting are taught outside of the English lessons.</p>	 <p><b>Pedagogical Approaches</b></p> <p>The school follows a six part lesson sequence: engage, introduce, consider and practise, going deeper, independent task and reflect. The lessons are carefully designed to ensure pace of learning as well as to regularly check for understanding. Wherever possible, grammar, reading and writing skills and knowledge are taught within the context of the text, in which the children are immersed.</p>	 <p><b>Approach to Assessment</b></p> <p>Writing: Children complete an extended piece of writing at the end of each unit, which is assessed by the class teacher. The school is also part of the No More Marking programme, using comparative judgement. Reading: Star assessments are used throughout the year to provide standardised scores and identify gaps.</p>
 <p><b>End Points</b></p> <p>We are very clear about being ambitious in all year groups and the programme is designed to take the children to greater depth within the statutory assessment frameworks. The aim is for all children to become frequent readers, who read for pleasure and confident writers, who can write for a variety of purposes.</p>	 <p><b>Teachers' Expert Knowledge</b></p> <p>Teacher development is central to the success of English teaching. All teachers are fully trained in both Read Write Inc and Mastery English and there are regular CPD and coaching opportunities. Teachers have expert knowledge in systematic synthetic phonics, reading, children's authors, grammar, punctuation and spelling. High quality CPD is accessed through our English Hub.</p>	 <p><b>Performance Data</b></p> <p>The school uses FFT to set ambitious targets for all children, which are at least in line with the top 20% of pupils nationally. The most recent pupil performance data can be found on the school website.</p>
 <p><b>Sequencing</b></p> <p>Our English curriculum follows a spiral structure therefore key concepts are revisited and taken to a greater level of depth. The school's reading strategy clearly outlines the stages in a child's reading journey. The writing teaching sequence follows an explore, plan, write, edit/evaluate process aimed at mastery of a particular set of skills. Grammar and punctuation are taught within the context of the English lesson.</p>	 <p><b>Promoting Discussion and Understanding</b></p> <p>Our English programme includes both knowledge and vocabulary that are specific to the text that the pupils are studying. The six part lesson structure promotes regular discussion and this is structured to lead to building understanding. The immersion in the whole class text naturally facilitates discussion and enables the pupils to use high quality vocabulary.</p>	 <p><b>Pupils' Work</b></p> <p>The school has really high expectations of all children in terms of the quality and presentation of their work, which we believe leads to a sense of pride. Children begin to use cursive at an early stage, which leads quickly to joined handwriting. In English, the children in KS2 have a writing skills book and an extended writing book. Writing is displayed around the school..</p>
 <p><b>Addressing Social Disadvantage</b></p> <p>A key principle of our teaching is about belief that every child can engage with the curriculum for their year group, unless they have a significant developmental delay. Pre-teaching and same day intervention are in place to ensure that all children can engage with the key learning. The structure of the curriculum is designed to ensure that all children can keep up with the pace of learning.</p>	 <p><b>Knowing More and Remembering More</b></p> <p>Our curriculum maps have been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition. This is evident in the six part lesson, which includes carefully crafted check points in between each stage, for example using recall and retrieval practice.</p>	 <p><b>Talking to Pupils</b></p> <p>All members of the senior leadership team and, particularly, the English and reading leaders talk to the pupils as part of the regular monitoring. Pupil voice is heard through a variety of opportunities. For example, whole class discussion, questionnaires, reading focus groups. Talking to pupils has informed us about their reading preferences, enabling us to buy reading material that they want to read.</p>
 <p><b>Local Context</b></p> <p>We are a reading school with reading at the heart of everything we do. Through our knowledge of the children as readers, we provide a diverse range of texts to tempt all of our children to read for pleasure.</p>	 <p><b>Teacher Assessment</b></p> <p>The check points are a powerful form of continual assessment for learning - misconceptions can then be immediately addressed. Children's progress in systematic synthetic phonics is assessed on a 6 weekly cycle.</p>	<p><b>Links / References</b></p> <p><a href="http://www.masteryenglish.co.uk">www.masteryenglish.co.uk</a> <a href="http://www.readwriteinc.org">www.readwriteinc.org</a></p>