

Lydney C of E Primary School

'A caring Christian community where every child achieves a love of life and of learning.'

Subject : English

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Intent

At Lydney C of E we have designed our English curriculum with the intent that all children, regardless of background, will become fluent, insightful readers and technically skilled, creative writers. Our children will engage with a range of genres and develop their understanding of fiction and non-fiction styles. Furthermore, we have developed a curriculum that will instil in all children a love of reading and writing that we hope will stay with them for life. We understand that a good grasp of English is the bedrock of the entire curriculum and that children who are confident and adept readers and writers will be empowered to succeed in all other areas. We understand, too, the vital role played by parents and carers in the development of reading and writing and in the nurturing of positive habits, particularly in attitudes towards reading. We welcome this and we value and seek their contribution.

Underpinning our English curriculum are our Christian values: trust, friendship, respect, forgiveness, courage and truthfulness and curriculum drivers.

How does our reading curriculum meet our curriculum intent: **Drivers and Values**

World aware

We have a text reading list for each year group (see appendix in policy) which indicates which books will be read to the children during the year; books highlighted in bold include themes which promote diversity and inclusion.

Belonging

Our children are encouraged to take a pride in their class book corners and to care for the school books. All classes also enjoy visiting the school library on a regular basis and year 6 children are given the opportunity to be library monitors. At times, children will be given a reading buddy (paired with a child from an older or younger class) to share books with during love of reading sessions.

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Well-being

We raise the self-esteem of our pupils by ensuring that our children become confident and enthusiastic readers. We are determined that every pupil will learn to read, regardless of their backgrounds, needs or abilities. We seek to ensure that all pupils, including the weakest readers will make sufficient progress to meet or exceed age-related expectations. Our on-going assessment is sufficiently frequent and detailed to identify any pupil who is falling behind.

Spirituality

We have a text reading list for each year group (see appendix in policy) which indicates which books will be read to the children during the year. Within each year group, books are selected to stimulate discussion about themes associated with the big questions in the world along with aspects of awe and wonder.

Possibilities

Our reading curriculum sets high expectations for all of our pupils: as confident readers our children are able to achieve in all other curriculum areas. Our topic based curriculum encourages discussion of future possibilities in the wider world and this is reinforced by our reading choices.

How does our writing curriculum meet our curriculum intent: **Drivers and Values**

World aware

Our programme of writing includes the opportunity for children to examine and to write in the style of a story from another culture. In addition, when Traditional tales are examined in key stage 1 the children will experience traditional tales from other cultures so that they can consider similarities and differences. Our non-fiction progression gives the flexibility for teachers to use the genre to highlight an issue which is current and to discuss that issue; teachers are then able to use the writing opportunity to enrich the children's understanding of the world in which they live.

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Belonging

In our classrooms, students come to us from different backgrounds, experiences and they come to us with very different writing ability. Our classrooms are supportive environments where all children are valued and all children are supported to achieve their best. We find that when that sense of belonging is there, children throw themselves into the learning environment and studies have shown that motivation, persistence and academic performance have a direct correlation with feelings of belonging.

Well-being

We raise the self-esteem of our pupils by ensuring that our children become confident and enthusiastic writers. We are determined that every pupil will learn to write fluently with a neat cursive style of handwriting, regardless of their backgrounds, needs or abilities. We seek to ensure that all pupils, including the weakest writers will make sufficient progress to meet or exceed age-related expectations. Our on-going assessment is sufficiently frequent and detailed to identify any pupil who is falling behind.

Spirituality

Spirituality is not something we can see; it is something we feel inside ourselves. It is about awe and wonder, asking questions, inspiration and being aware of something 'bigger' outside of ourselves. Writing opportunities to explore spirituality are endless and because our curriculum is topic based teachers can use discussion, debate, stories and writing as a tool to enable their children to explore their own spirituality.

Possibilities

Our writing curriculum sets high expectations for all of our pupils: as confident writers our children are able to achieve in all other curriculum areas. Our topic based curriculum encourages the discussion of future possibilities in the wider world and this is reinforced by our exploration of different writing genres. By studying different styles of writing the children will become familiar with writing conventions that will equip them for their future.

Implementation

The English Curriculum is led and overseen by the English Curriculum Leader, in conjunction with the EYFS lead, reading leaders and SLT. They regularly monitor, evaluate, and review English teaching and learning, celebrating and sharing good practice. Monitoring is also used to identify gaps in the curriculum that may need to be addressed across the school, or within individual year groups. This Monitoring cycle also ensures that the standards and outcomes are at expected levels.

Formative assessments will be integrated into every day English teaching to ensure teachers have an in-depth knowledge of the children's learning and to inform their next steps.

Across YR - Y2, the children are regularly assessed based on their phonics ability which will inform the accurate allocation of streamed intervention and catch-up groups which allows for phonics teaching to be tailored to the specific needs of each child. Where children require additional support with phonics, they will be placed on a robust 1 to 1 tutoring programme until the gap is closed. This assessment continues into Key Stage 2 as necessary, and further rapid catch-up groups are implemented.

The National Curriculum and the Early Years Foundation Stage statutory framework provide the basis of the English curriculum which is then tailored to meet the learning and developmental needs of the children in school.

All planning will be informed by two fundamental, complimentary tenets: 1) to develop technical proficiency and 2) to develop enjoyment of reading and creativity of writing.

Teachers will plan their English lessons using the planning documents in our policy folder, which includes details of our progression of skills as well as the teaching sequence for writing. This allows children to build upon prior knowledge and understanding.

Teachers will ensure that children are exposed to a wide variety of different, high quality literature. Children will be exposed to classics as well as to lesser known works of literature from around the world, representing a diverse range of authors and writers. Drama and role play will encourage children to develop their oracy skills.

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Children's efforts will be celebrated. Work that reflects the writing efforts of all children will be displayed. Children will be presented with opportunities to share their work with the wider school community and with parents.

Impact

Our English Curriculum should ensure that:

- Children leave Lydney C of E School with a love of reading. They are able to reference a wide range of different authors, from different literary traditions and genres.
- Children leave Lydney C of E School with a love of writing. They should be able to express their opinions and their creativity in writing that is well structured, clear, technically accurate and interesting to read.
- Children leave Lydney C of E School able to express their opinions verbally; to understand how to engage - and disagree - with others clearly and articulately.
- Children leave Lydney C of E School having made the best possible progress as a result of consistent, Quality First Teaching and (where appropriate) additional interventions.
- Children leave Lydney C of E School confident to try new things, experiment with their writing, take risks, and continue to expand their experience of reading.
- Children leave Lydney C of E School feeling that their efforts were valued and their opinions heard. That they have had a chance to find their 'voice' and were encouraged to use it.

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