

King Ina Church of England Academy

English Curriculum Overview Statement

Our curriculum approach to English reflects our vision statement:

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

The name of the current curriculum lead is on the school website on the curriculum page.

Intent

English skills are at the heart of all learning so developing a love for - and success in - speaking and listening, reading, writing, spelling and grammar is high on the agenda at King Ina Church of England Academy. We intend to develop children who are able to express themselves clearly and appropriately in talk activities with children and adults, using a wide range of oral and auditory skills, the correct pronunciation and picking up on facial and physical gestures for conversational development. We want to ensure that our children have a great love for books of all types, that they read for pleasure as well as to support their learning and that this will be a skill that they enjoy both in and out of school. We aim to link the children's reading development with speaking and listening skills through performance by developing their confidence to read aloud in front of a variety of audiences. At King Ina Church of England Academy, we want to create writers who are confident when using both their imaginative and factual writing, and editors who will learn to self-correct spelling and grammar, extend their vocabulary and employ their best presentation skills when publishing their written work.

Implementation

Foundation

In the early years foundation stage (EYFS) classes, much of the curriculum is developed through speaking and listening. This enables teachers to correct mispronunciation from an early age and allows them to support those children who require additional exposure to speaking and listening activities to further develop their communication skills. Our youngest children are proactive in what they want to write; this usually comes directly from their learning in other subjects - such as R.E. - and their topic-led curriculum and personal interests. Our foundation children begin to learn their phonic phonemes and graphemes from the start of their year which they rehearse through teacher led and child led activities. They use Bug Club to deliver the phonic phases, and their individual reading builds on this scheme such that the books they learn to read from are closely matched to the phonic phases the children are working on. The children also have opportunities to enjoy a wide range of books within their classroom and the school library. Much of the writing in the early years foundation stage is planned to develop the children's fine motor skills which rehearses fluency of movement and finger strength to enable correct letter formation and orientation.

Key Stage 1

In Key Stage 1, the children will further develop their speaking and listening skills as they discuss ideas about their reading and writing and talk about the topic themes for each of the subjects in the curriculum. They will also be able to make speeches to audition for the school council. They continue to move their way through the phonic phases using Bug Club and the reading books that they learn to read from until they have completed phase 6. The children then move on to using our Accelerated Reading scheme – we intend for this to happen by the end of Year 1 or quite quickly in Year 2, however, for those children who need to work at a slower pace for their learning, additional phonic and reading interventions are woven into the daily learning activities. Accelerated Readers are set in ranges as a result of an online reading assessment. This gives a reading age and a reading zone from which the children can choose their books. This is the start of the children making their own personalised reading choices and developing opinions about the authors and genres they prefer. The children will also engage in group reading and whole class reading. During this Key Stage, the children will write in many different genres including narrative, poetry and non-fiction. These writing genres will often, but not always, be linked with topics being taught in other subjects and the expectation is that children will write every day. Within their writing lessons they will learn the appropriate grammar skills required for Years 1 and 2. The children will make independent use of phonic mats, word banks, age appropriate word lists and individual dictionaries to edit their spellings and begin to extend their vocabulary choices using purple polishing pens. Writing stamina will be developed encouraging children to write for longer periods of time, they will also begin to use early cursive handwriting during Year 2 with some moving onto writing in pen before moving into the next key stage.

Key Stage 2

In Key Stage 2, the children will be expected to use speaking and listening skills appropriately to discuss subjects, share ideas, negotiate, talk in depth about questions relating to their learning and to debate issues either informally or formally in a debate situation. They will have the opportunity to make speeches to audition for school class councillors, leadership roles and to audition for roles in the annual school production. Most children will be reading using the Accelerated Reading Scheme but some in Year 3 and 4 may still be consolidating phonic knowledge using Bug Club or other interventions depending on their individual needs. The children will also engage in group reading and whole class reading. The expectation is that all Key Stage 2 children will be writing in pen and using and rehearsing a cursive style of handwriting to help to increase speed and writing stamina; they will write every day using a range of narrative, poetic and non-fiction genres. This writing may be within discrete units of work but will, in the most part, be related to topics being taught in other curriculum subjects. There will be evidence of the complete writing process including planning, drafting and independent editing using purple pen that focuses on spelling, grammar, improved vocabulary choices and re-crafting paragraphs. They will use dictionaries and a thesaurus effectively to do this. The children should be using fluent cursive writing in all subjects across the curriculum.

Additional information

The progression of the writing genres, reading and grammar the children will use is based on The National Curriculum and makes great use of the SLN guidelines for progression. This will provide continuity and avoid repetition apart from where more detailed content or higher order skills are expected.

As a school, we encourage the use of our school library, the town library and local book shops as well as participation in the Summer Reading Challenge organised by the library service. We engage in an annual 'Book Week' which always falls around World Book Day; the children are always actively involved in this. Every teacher has either a collection of class reading books or will select a longer class novel, usually based around the topic theme being taught that term, which are read to the children purely for pleasure. Teachers will sometimes focus on class texts as a unit of work focusing on an author in more depth and exploring a range of their texts within the English unit of work. We also use an intervention called 'Pop goes the Reader' led by an experienced teaching assistant.

CPD is provided as required, or as part of the school development plan. This is initially provided by the English lead teacher but will also include INSET, staff meeting time and expertise from in-school specialists e.g.: phonics, SLN or other relevant outside agencies.

Impact

Our English teaching and learning will ensure that pupils leave King Ina Church of England Academy with a good understanding of the key techniques required to be a good speaker, listener, reader and writer. Their learning will foster a desire to not only read and write effectively for their future learning and eventually in their place of work, but also for pleasure when pursuing their own hobbies and interests. The ability to read and write with higher order skills for formal and personal purpose is our expectation for all of our pupils. Our teaching will provide our children with the confidence and competence to apply these skills across the curriculum at our school and at their future learning establishments.

To assess the impact of our teaching and pupil learning at King Ina, we assess the children regularly, but not too often, in reading, writing and spelling. All the progress children make is recorded regularly using 'Educater' and 'Tapestry'. Our early years foundation stage children complete a range of baseline assessments within a few weeks of entry to the school. From their end of foundation year data, the expected progress is charted such that, in Year 2 and on leaving King Ina in Year 6, the children should fulfil their academic expectations in their SATs assessments for reading and writing. Reading is assessed termly once the children are using the Accelerated Reading books and this provides teachers with information about skills and comprehension of the texts the children are reading. The children quiz on their individual reading books to test their comprehension of the book they have read before they choose their next text. Spelling progress is measured at the beginning of each term, from Reception to Year 6, using the Helen Arkle Spelling Assessment. This provides a spelling age which will increase as the children progress through the school. The Key Stage 1 children also complete their phonic screening assessment. Writing progress is officially measured half-termly with an unaided piece of writing marked against the SLN progression skills sheet which is derived from The National Curriculum. The children write in a genre which has been the subject of their learning but the assessment pieces are unaided to chart their independent writing progress. This information provides a writing journey showing progress from Reception to Year 6 which is stored in a writing assessment book.