



## Curriculum statement for our teaching and learning of English

At Littlemoor Primary School, we are committed to providing our children with an English curriculum that has a clear intention and impacts positively upon their needs.

<b>INTENT</b>	<p>When our children leave Littlemoor we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. Our aim is for our children to apply all of these English skills to all areas of the wider curriculum.</p>			
<b>Underpinned By</b>	<b>High Expectations</b>	<b>Modelling</b>	<b>Fluency</b>	<b>Vocabulary</b>
	<p>All children are expected to succeed and make progress from their starting points.</p>	<p>Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations. This is demonstrated through high quality modelling.</p>	<p>Children apply English skills with ease throughout all of the curriculum.</p>	<p>Ambitious vocabulary is taught explicitly weekly within reading lessons, with new vocabulary embedded daily and it is expected to be applied in everyday situations.</p>

### The Writing Cycle

Our writing cycle aims to teach children to imitate and innovate writing before becoming independent writers with their own writing style. It works on a 3 week cycle which gives the children the opportunity to develop and apply spelling, grammar and punctuation skills. Every class has a high-quality text that is selected from a list of age appropriate recommended texts. All of the English work is then planned and delivered through the context of this text. We also use Alan Peat sentence types across the key stages to develop creative writing skills. At the end of the cycle the children produce an independent piece of assessed writing.

### Deepening reading

A specific reading skill lesson is taught weekly as well as 3 whole class reading sessions/ 2 guided reading or independent reading sessions take place throughout the week. Teachers model how to teach reading skills at all levels, which are then practised and applied independently including: Prediction, vocabulary, summarise, retrieval, authorial, explain, compare and inference. All of the English work is then planned and delivered through the context of this text. Every class has a class novel (chosen as a class) that they read for pleasure at the end of the day.

### Speaking and listening

As part of the cycle, speaking and listening activities are purposeful and planned weekly.

We have specific 'no pens day' within the cycle where oracy and vocabulary are the main focus. All children have the opportunity to develop debating skills, communication, role play and drama within these specific lessons.

### Phonics

We teach phonics through the Read, Write, Inc Ruth Miskin phonics program. It is a systematic, fast paced approach to teaching phonics from Rec-Year 2. Year 5/6 reading interventions are phonics based and use the RWI fresh start programme. The children read decodable books that match their phonics level.

### SPAG

Spelling and grammar are taught twice a week, and reflects the National curriculum year group objectives. This sets out a clear pathway for progression throughout all year groups. Live marking allows teachers to spot misconceptions at an early stage. Application of the skill is expected in each grammar lesson.

### Home reading

Every child from Rec-Y6 has an age appropriate reading book which is at their reading level. These books are chosen independently by the children where possible or alternatively closely matched to their phonic level/reading age.

### Cross Curricular

Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects. We aim for children to produce a formal piece of writing within the wider curriculum lessons where possible.

### Whole school linked events

We celebrate National Poetry Day, Shakespeare week, Roald Dahl Day, World Book Day and have weekly enrichment reading sessions in the library. We also plan whole school competitions such as Year group Spelling Bee activities and sensory reading sessions at the local library. We have Breakfast and books with parents. These bring the whole school together to concentrate on one theme.

### Reading for Pleasure

Reading for pleasure sessions take place throughout the day. This is when the staff read to the children modelling the excitement and expression that story telling brings. We encourage our children to visit the library during lunchtimes and enrichment, and to share recommendations to others.

Impact	<u>PUPIL VOICE</u>	<u>EVIDENCE IN KNOWLEDGE</u>	<u>EVIDENCE IN SKILLS</u>	<u>OUTCOMES</u>
	<p>Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.</p>	<p>Pupils can make links, sometimes cross-curricular, between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.</p>	<p>Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.</p>	<p>At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention. All children produce a piece of assessed, independent writing at the end of each 3-week genre that is marked using the year group objectives. Children answer a range of reading questions, daily and independently that are also assessed against the year group objectives.</p>