



English Subject Rationale

Our vision for English.

The English national curriculum (2014) states that:

'The overarching aim for English in the National Curriculum is 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.'

- We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout our school.
- We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

Content

The content of our Curriculum for English is based around the National Curriculum 2014.

Phonics: A structured and systematic synthetic phonics programme is taught every day in the EYFS, Key Stage 1, and for those who need to continue in Key Stage 2, using Letters and Sounds and supplementary support resources such as Phonics Play.

Reading: Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed). A Book Led curriculum is also taught in KS1 and KS2 to promote children to read and think like an author.

In EYFS and KS1, guided reading books are carefully linked to the children's Phonics Phase in order to make books accessible, encourage fluency and to broaden their knowledge of graphemes and phonemes. In KS2, children have access to books at home and share reading with their parents. As children need a different type of support at home, we use *Oxford Stages* which follow the same order of progression as *Oxford Levels*. As a school, we have made sure our children have diverse range of texts to build their vocabulary, and we know that different children are engaged by different genres and topics, *Oxford Reading Tree* has developed an extensive range of series to help us teach children to read, to enjoy reading at home. Our Children are re assessed every half term to monitor progress but also to ensure that our children are at the right reading stage for them.

In KS2, we also use Reading Plus. This helps our children develop a reading efficiency and allows them free up their mental energy for comprehension. From this, we aim for our children to see reading as a more enjoyable and rewarding experience but more importantly we aim that our children become strong readers. Reading Plus allows us to achieve this by developing silent reading fluency (reading speed), then introducing more complex stories (for comprehension), and advanced vocabulary (for knowledge). Children have access to 800+ high quality online texts that are constantly updated and adapted to meet every child's needs, regardless of what level they are reading at. This allows us to monitor exactly what and how our children are reading, and meaning. We can then offer the right kind of support when needed. We incorporate this as part of our regular reading practice time in school and out.

Writing: Children are taught writing every day through an engaging variety of fiction, non-fiction, poetry and picture books using carefully chosen books from The Literary Curriculum by The Literacy Tree. Throughout the book led approach, children are provided the opportunity to write in different contexts using appropriate grammar and punctuation. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years.

Spoken Language: Throughout our Literary Curriculum, children are encouraged to develop their spoken language and drama skills.

We believe strongly that children should be secure in applying the skills of The National Curriculum 2014 within their writing and their reading and that this approach is fully comprehensive. The carefully chosen books that we have chosen focus on a different theme each half term. Therefore, this allows our children to discuss their feelings, thoughts and any problems through the engagement of a high quality text.

Concept

The overarching concepts of our English Curriculum are to place books at the core to meet the requirements of the National Curriculum but to also ensure that our children read like writers and write like readers.

The National Curriculum states that:

'This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons.'

This would suggest that a context for learning is vital – and this is where our chosen approach can support learning to meet objectives for reading and writing, including those for grammar can have a purpose.

Phonics: Here at Abram Bryn Gates Primary School, our intention is to inspire children with a love of reading, writing and spelling through our consistent approach of daily Phonics lessons in EYFS and KS1. We want every child to leave our school as a fluent reader and speller.

Reading: Here at Abram Bryn Gates Primary School, our intention is to create a culture of reading. We aim that our children develop a love for reading and become lifelong readers. This is vital to ensure that our children are given the best life chances. We will achieve this through a consistent approach that makes every minute of the lesson count.

We aim that the right degree of challenge is set for all pupils; that children are exposed to a variety of themes; and reading is inspirational and meaningful. Throughout all of this, children will gain knowledge across the curriculum and develop their comprehension skills which will ensure, by the end of their primary education, all pupils are able to read fluently and comprehend with confidence.

Writing: Here at Abram Bryn Gates Primary School, our intention is to encourage our students to read like writers and write like readers. Through a book led approach, we want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words within their writing. We aim for our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. Within their writing, children are encouraged to take pride in their presentation through the formation of letters (KS1) and then onto cursive handwriting (KS2), so that their handwriting becomes more fluent. We believe that all good authors should revise, edit and proof read their writing in order to improve the quality of the content. As children progress through school, we believe it is paramount that the editing process becomes more independent with children being able to identify their own areas for improvement.

Spoken Language: Here at Abram Bryn Gates Primary School, we believe that spoken language is fundamental to not only ensure that our children are good communicators but to guarantee that they make outstanding progress and attainment within English. We aim to orally rehearse and provide our children with a range of oracy opportunities such as: debates which encourages our children to articulate and justify arguments and opinions; performance poetry; drama activities (hot seating, conscience alley, and freeze frames); and we aim that all staff model the correct Standard English at all times.

Progression of skills and knowledge

Our curriculum has a strong focus on developing children's skills, knowledge and vocabulary by building on their prior learning. In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years (See progression grids for more information).

Inclusion

In our school, we ensure that each individual child is able to have success regardless of physical, mental or speech barriers. In order to achieve this, children are provided with resources to suit their individual needs and teaching and planning is carefully differentiated to meet the specific needs of all. We ensure that early interventions take place in order to close gaps quickly and give all our children the best chance to achieve Age Related Expectations by the end of Year 6.

Opportunities & Resources

At Abram Bryn Gates Primary School, we provide children with a high quality and a broad range of texts to encourage them to write like readers and read like writers. Each class has a dedicated reading area that children can access to read for pleasure. We also arrange visitors such as authors to come into school to interact with our children and convey a passion for writing and reading. We aim for these experiences to inspire our children and their attitudes. Our children also have opportunities to go a range of trips which provide them with real life experiences and contexts to write about. This makes the writing more personal for our children.

Assessment

Formative assessments occur throughout every lesson through discussion and evaluation of the children's work. This is instrumental in enabling the teacher to check that children have grasped the main teaching focus of that lesson and that misconceptions have been identified and addressed.

More formal assessments for each pupil will consist of:

- Teachers assess independent pieces of writing against the year group objectives at least six times a term.
- We moderate pupils' work, as a whole staff and standards are agreed between professionals. We seek to moderate with other schools whenever possible.
- Personal targets are set for each child through feedback (verbally or written). Identified children, who have not made expected progress across the year, are targeted within intervention groups.
- Spelling Tests are carried out weekly. Phonics screening is undertaken at the end of Year 1.
- Reading, Spelling, Grammar and Punctuation tests are carried out termly through the use of NFER tests. They are recorded on our tracking system.
- Y2 and Y6 carry out SATS tests.

Monitoring

Following an action plan being completed, the English lead will work to carry out the tasks; monitoring, auditing, pupil voice, teacher feedback and observations. The feedback will then be shared with colleagues, including what is working well, areas to consider to aid improvement and next steps. This will then be reviewed and will feed into the following academic year's action plan.