

English Curriculum 2023-24

Spoken Language	Reading	Writing
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Intent of study:

Reading

Wide Range of texts	Rich vocabulary	Drawing inferences	Making predictions	Explaining and justifying understanding	Retrieve information from a text	Summarise and sequence
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At Reedswood, we believe that at the heart of a successful curriculum there is a strong reading curriculum. Being able to read and comprehend underpins all future learning. Therefore, all children will have the same aim – to read fluently with understanding. We have designed our curriculum to ensure we promote a love of reading and to enjoy reading for pleasure. Our intent is to create a long-lasting impact upon our children where they will take great enjoyment from reading books and become excited about reading, the stories, characters and knowledge they will encounter. We want our children to experience a broad range of stories from diverse authors and to gain a greater understanding of the world they live in through interacting with information in texts. The intent of this is to ensure the children experience a rich and varied curriculum, which will subsequently impact the quality of their reading and writing outcomes.

In our reading lessons, we have adopted an approach which centres upon questioning and discussion of the class reader. Within the lessons, there are opportunities for thoughtful debate, which challenges thinking and encourages children to justify their understanding whilst also questioning their own and others understanding. We believe that this rich discussion during each and every lesson will directly impact the quality of the children's written responses.

Throughout the children's time at our academy, they will be guided along a path, which will follow a consistent approach to develop their skills and knowledge in Reading. Beginning in Early Years, our children will learn to recognise sounds through listening games, rhymes and songs. Our children will then be taught to recognise the alphabetical system, the processes of decoding and to understand the grapheme/phoneme correspondence through phonics. We follow a comprehensive and systematic approach to the teaching of phonics (RWI). This importance of reading fluency continues throughout the academy. Regular whole class reading and one to one reading will happen regularly in each class and children will be encouraged to read aloud with expression, greater fluency and oracy. As Reading is, however, a complex skill far beyond the mere mechanics of decoding, our whole school reading curriculum embeds a range of approaches along side a vast array of reading experiences. Our teaching enables all of our children to actively interact with the text and seek meaning from it. From this, children will be able to further interact with texts to develop a stronger connection with the content.

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Writing

Transcription	Handwriting and presentation	Audience and Purpose	Plan writing	Drafting and editing	Evaluate and edit	Vocabulary, grammar and punctuation
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Our Writing curriculum is designed to immerse the children in high quality text to stimulate their creative ideas to plan, write and edit pieces of writing of their own. Following on from Ruth Miskin 'Read Write Inc' our fluent readers in Years 2 to Year 5 follow 'Literacy and Language' which teaches our children to read, write and discuss texts with maturity. Through a complete range of text types our children study comprehension, vocabulary and grammatical knowledge and apply this to longer writing opportunities at the end of each unit of study. This knowledge and skill acquisition is progressively mapped out across the school.

In Year 6, the expectation is that our children have completed the majority of the key stage two curriculum. With this in mind we focus our English curriculum to support their transition into key stage 3. Our children will be exposed to a wider range of text types with a focus on a new class reader each half term. These class readers provide an engaging and vocabulary rich stimuli whilst also providing vast opportunities to develop and apply English skills. As part of these lessons, there is expected to be a discussion and analysis of the text to explore the high quality features. Children are encouraged to rehearse and develop their writing and are able to manipulate sentence structure to enhance the quality of their writing. With this regular study of high quality texts and in-depth discussions, children will be able to build thoughtful descriptive and emotive pieces of writing when portraying a selected character.

In addition to our literacy and language programme across the school, we capitalise on the engagement and depth of knowledge gained from whole class texts to plan further writing experiences. Classes can complete additional pieces of writing which have derived from their class readers. This includes writing an apology letter from Duncan to a crayon (year 2); write a diary entry as Matilda retelling an event (year 3) and create a short dialogue between Charles and Sophie (year 6).

The knowledge and understanding the children gain from a variety of texts allows the children to develop into confident and creative writers. Through exploring elements of grammar, vocabulary and exploring different writers' skills allows them to build upon their own writing technique.

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Implementation:

Teachers are provided with support from subject leaders and CPD to plan their curriculum. They are given additional time to plan a high quality English curriculum.

English is taught daily through;

- English lesson
- Comprehension lessons
- Handwriting sessions
- Get spelling lessons
- Grammar lessons
- Whole class reading time, with our junior age pupils where we share complete novels (Our reading aloud scheme)
- Book-talk
- An oral and visual 'language-rich' environment
- Direct teaching of high frequency words
- Home readers.
- Decodable books or for our older children book band text.
- Regularly listening to children read
- Intervention (fast track tutoring, fresh start)
- Pinny time
- Daily phonics lesson in small groups
- Regular assessment
- Story time end of day

As part of this planning process for writing, our teachers need to consider the following:

- A carefully thought-out sequence of tasks to build to a complete piece of writing.
- Ensure that the writing has a definite purpose and audience and the children understand this to apply various strategies.
- Implement strategies from The Writing Revolution to develop sentence structure and detail
- Explore good examples of writing to identify how and why certain features have been used.
- Identify grammar skills that can be taught alongside both reading comprehension and writing.
- Ensure that they teach the appropriate grammatical terms and features and enhance children's understanding through exploring them in writing and reading.
- Employ the strategies shared in the Grammar Strategies document, which detailed many ideas and lessons to support the teaching of each area
- Identify significant vocabulary to enhance children's understanding and writing.
- Silent signals
- Voice choice- teacher modelling how to read with expression
- Fluency- speed reading words and Fred in your head

In our comprehension lessons, staff have been provided with high-quality, vocabulary-rich, diverse books with a wide range of authors and themes being explored. When planning for the reading lessons, staff must ensure that the key comprehension objectives are targeted, which will develop a wide range of skills to draw meaning from a text.

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As part of this planning process for reading, our teachers need to consider the following:

- Plan using the six domain areas of reading curriculum and we will use the anagram VIPERS
- Use the Key Stage One and Key Stage Two Whole Class Reading Strategies document, which details various activities for each of the VIPERS domain areas.
- Opportunities to experience a range of text types and topics including: non-fiction, poetry, picture books and songs.
- How to explore the characters, their stories, themes and new vocabulary to fully immerse themselves within the story
- Develop engagement and provoke a detailed discussions allowing the children to demonstrate their in depth understanding of the class reader.

Impact:

Our English Curriculum is of high quality, rigorous and is planned to demonstrate progression in all English strands. We will measure impact through a combination of formative and summative assessment throughout the year, learning walks, book scrutiny and pupil voice. The subject leader will also be in regular discussion with SLT to assess the impact of the current curriculum strategy and will be ready to adapt where necessary to ensure all pupils achieve the best possible outcomes.

If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes
- Tracking of progress and attainment through termly summative tests using the PiXL resources.
- Regular benchmarking each child's read age as well running records to ensure quick progression.
- Half term phonics assessments
- Regular one to one reading
- Undertaking independent writing to moderate writing termly.
- Pupil discussions about their learning
- Pupil voice is used to further develop the English curriculum, through questioning of pupil's views and attitudes.