



Curriculum Statement for English

INTENT:

At Cutthorpe Primary School, English and the teaching of English is a key area which underpins our whole curriculum delivery. Our main aim is to ensure that every single child becomes primary literate and makes at least good progress in the areas of reading, writing, speaking and listening, and many will achieve more through ambitious targets.

We as a staff are very aware of the differing groups of learners in our school, from Reception to Year 6. Teachers make use of baseline assessments to plan and teach English lessons which focus on the particular needs of all children, and especially those with recognised SEND. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure every child can celebrate success.

English at Cutthorpe will not only be taught in a daily discrete lesson, but is embedded within all our lessons as we work towards a high level of English for all. We aim to use high-quality texts in a variety of genres, immersing children in a learning environment that meets curriculum expectations and enables progression.

The children at Cutthorpe will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

Our curriculum is modelled on the National Curriculum standards, but we strive to give the children in our care a broader and richer experience of language through our links to the foundation subjects.

IMPLEMENTATION:

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

At Cutthorpe, we deliver this through daily discrete English teaching. Knowledge progression and sequencing of concepts is part of our planning. In the Reception and KS1 class, the children follow a daily phonics programme (Phonics Play) linked to Letters and Sounds to develop their reading skills. Guided reading with the class teacher and HLTAs/TAs takes place using graded reading books.

A topic or science themed reading corner encourages children to engage with books in a relaxed and comfortable environment. We are also building up banks of topic-linked books for guided reading activities as far as our budget allows. Reading in KS2 is developed further through targeted group and guided reading, whole class texts purposefully selected and linked to topic work, and comprehension work linked to individual ability through teacher assessment. Reading at home is encouraged and well supported by parents and we have links with a local library, as well as a bi-annual book fair.

KS1 children learn to write effectively and creatively through the Talk4Writing programme, building skills which transfer into other curriculum areas. In KS2 the children are beginning to use Talk4Writing, as a target on our School Improvement Plan and English action planning to improve writing, particularly for boys. High quality texts are chosen to engage children and enrich their vocabulary, as well as their understanding of inference, characterisation and standard written English. From Year 1 to Year 6 we also use some aspects of an adapted form of Rainbow Grammar, which we have tailored to the needs of our children. Teachers plan opportunities for children to write creatively and imaginatively in a range of styles from poetry to blogging, using our online platforms. Teachers plan lessons to further embed skills regularly in cross-curricular writing. Children who need support have individually tailored intervention from a highly experienced HLTA.

Speaking and listening opportunities are given at all stages, from discussions of topics to assess prior learning, to child-led assemblies, to Mini Leaders, to school plays and concerts.

Teachers access CPD for relevant subject content, LA and national initiatives to keep us informed and up to date with current developments and thinking, and curriculum leader training is cascaded to all staff at staff meetings and twilight trainings. We meet to discuss ideas and how they will link to long term planning, and focussed English teaching is linked to our whole school curriculum planning.

IMPACT:

There are a number of ways in which the impact of taught English is assessed at Cutthorpe. Progression through the national curriculum expectations is monitored during subject leader days, staff meetings and governor monitoring, on an annual cycle. Progress is measured through teacher assessment, moderation in house and with cluster schools, and more formally using NFER reading and grammar tests at 3 points during the year. The information gathered in pupil progress meetings is used to inform teaching, future planning and individual targets.

The impact on our children is clear: progress, sustained learning and transferrable skills. children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills