

## Our English Curriculum

Our English Curriculum is rooted in the use of high quality carefully selected texts which inspire pupils to become enthusiastic readers and confident, capable writers. A carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to develop a secure foundation in English skills and experiences which are crucial to a high-quality learning across the curriculum and ensure readiness for the next stage of learning.

INTENT		IMPLEMENTATION		IMPACT	
Alignment to National Curriculum Reading and Writing Frameworks	<p>Through well-sequenced, high-quality teaching, pupils secure strong foundations in systematic phonics, reading fluency, comprehension, talk, vocabulary and knowledge. Carefully matched texts and ongoing assessment ensure early identification of need and timely support, while a rich reading culture promotes enjoyment and breadth of reading.</p> <p>In writing, the curriculum is intended to develop pupils' ability to transcribe fluently and compose with control and clarity, using high-quality texts as models and stimulus. Explicit, evidence-informed teaching develops sentence-level mastery, oral rehearsal, handwriting and spelling, and supports coherent progression into planning, drafting, revising and editing. Together, this enables all pupils to communicate ideas effectively, accurately and with increasing independence.</p>	Pedagogical Approaches	<p>The English curriculum is planned so that prior learning is built upon and revisited to secure foundational knowledge.</p> <p>Oracy is a high priority in our curriculum because it underpins reading, writing and overall learning.</p> <p>We promote a strong reading-for-pleasure culture so that pupils read widely, often and with enjoyment. In the early stages, fully decodable phonic books are precisely matched to reading expertise, ensuring pupils practice and apply their taught phonics with accuracy and confidence. As pupils become fluent readers, they move to books that are carefully levelled to reading ability and interest, to widen reading experience, develop stamina and deepen comprehension.</p> <p>Teaching of reading following completion of the phonics programme is delivered through structured whole-class reading lessons using high-quality, increasingly challenging texts.</p> <p>Spelling is taught through the Read Write Inc. phonics programme in YR and Y1, securing the foundations of accurate spelling through sound-grapheme knowledge. From Y2 to Y6, the Read Write Inc. Spelling programme builds on this, providing a carefully sequenced, evidence-based approach to spelling, vocabulary and word structure.</p> <p>In writing, YR focus on the foundations of writing: talk and sentence building, early phonics, letter formation and writing simple meaningful sentences. In Y1 these foundations are secured through handwriting, phonics-based spelling, basic punctuation and clear simple sentence writing, supported by oral rehearsal.</p> <p>In Y2 to 6, teaching sequences, built around high-quality texts, are carefully planned to secure and extend pupils' foundational knowledge. These sequences develop transcription, grammar and sentence construction, and progressively strengthen pupils' ability to plan, draft, revise and edit their writing. Spelling knowledge is explicitly taught and systematically incorporated, with pupils applying it with increasing independence and accuracy across the curriculum.</p> <p>Handwriting is taught explicitly and systematically so that letter formation becomes automatic and does not compete with spelling, sentence construction or composition for attention.</p>	Approach to Assessment	<p>Checkpoints in lessons and sequences are used as a powerful form of continual assessment for learning - misconceptions can then be immediately addressed through pre-teaching lessons and/ or same day interventions.</p> <p>Where gaps in learning are identified, in addition to same day interventions, tailored interventions may be delivered to close gaps as quickly as possible.</p> <p>Summative assessments each term are also used to inform our teaching and planning. These include RWI assessments (half termly), GAPS (grammar), PIRA (reading), writing moderation against foundational knowledge and carefully planned use of reading and spelling SAT papers in Y2 and Y6.</p>

End Points	Our aim is for all pupils to become enthusiastic readers, who choose to read for pleasure, and confident writers, who can write for a variety of purposes. End points for both reading and writing are clearly identified with foundational knowledge being prioritised.	Teachers' Expert Knowledge	Teacher development is central to the success of English teaching. Teachers and TAs are fully trained in Read Write Inc. There are regular CPD and coaching opportunities both within school and with our Trust. Expertise across school and the trust is shared to improve the quality of teaching and teacher subject knowledge. Expertise across school and the trust is shared to improve the quality of teaching and teacher subject knowledge.	Performance Data	Our school sets ambitious targets for all pupils, which are at least in line with pupils nationally. The most recent pupil performance data can be found on the school website. Monitoring shows that pupils gain foundational knowledge in communication and language, reading, writing and maths and as a result pupils achieve slightly above national results.
Sequencing	The curriculum is planned so that prior learning is built upon and revisited to secure foundational knowledge. Key concepts are revisited and taken to a greater level of depth.	Promoting Discussion and Understanding	Our English programme includes both knowledge and vocabulary that are specific to the text that the pupils are studying. Lesson formats promote discussion and this is structured to lead to building understanding. The immersion in the whole class text enables the pupils to use high quality vocabulary.	Pupils' Work	Our high emphasis on oracy means that not all English work is recorded in books. Where work is recorded we have high expectations of all children in terms of the quality and presentation of their work. Work will be used as a way to secure and showcase learning and also as a reference for pupils to retrieve key elements of new learning.
Alignment with EYFS	The EYFS curriculum has an emphasis on the prime area of communication and language. A strategic approach is adopted for the teaching of vocabulary, prioritising speech and language interventions. The fidelity to the Read Write Inc. (RWI) Phonics programme ensures a robust foundation for early reading and writing, where making a strong start is paramount. Staff actively foster children's communication and language skills through engaging activities such as singing songs, nursery rhymes, and interactive games. They cultivate a love of reading by regularly reading aloud and sharing stories and rhymes. Writing and oracy are taught through Drawing Club incorporating the teaching in RWI lessons and writing opportunities are integrated in provision.	Knowing More and Remembering More	Our curriculum has been carefully constructed to present the content in a logical progression. The school's approach builds on current research into metacognition. This is evident in lessons which include carefully crafted check points for recall and retrieval practice.	Talking to Pupils	Members of the senior leadership team and, particularly, the English and Reading leaders talk to the pupils as part of our monitoring. The purpose is to explore what they have learnt and remembered, and their enjoyment. Key improvement actions can be identified as a result.
Local Context	We value reading for pleasure. It is our aim, through the provision of up to date, exciting books and magazines, and enthusiastic teachers who read, that all children develop a lifelong love of reading and books. Volunteer readers in every class support this. Our library is at the centre of our school building to show how valued reading is.	Teacher Assessment	Checkpoints are a powerful form of continual assessment for learning - misconceptions can then be immediately addressed. Summative assessments each term are also used to inform our planning and teaching.		