

Curriculum Statement for English at Leconfield Primary School

Intent

At Leconfield Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. Our English curriculum provides many purposeful opportunities for reading, writing and discussion so children know more, remember more and understand more. Our curriculum follows the National Curriculum for English to enable all children to:

- 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.

These aims run through our English lessons and the wider curriculum. By following a clear progression path, children will develop a secure knowledge-base in Literacy. Assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

Early reading is supported through the Ruth Miskin Read Write Inc. phonics scheme. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. When children have completed the phonics programme, they develop deeper reading skills through quality texts in a range of genres. Each class accesses our library which has an up to date selection of books to provide quality reading materials for all children to promote reading for enjoyment. The children also take part in organising and developing their classroom reading area and an annual competition ensures that efforts are recognised.

When planning English lessons, teachers make links to other areas of the curriculum to ensure that cross curricular links provide further context for learning. Clear planning ensures that children are immersed in fiction, non-fiction or poetry, in line with the 2014 National Curriculum and comprehension, grammar and writing are embedded in lessons. Lessons sequences

themselves build progressively towards an extended piece of writing. Handwriting is also taught within lessons. We teach cursive writing from EYFS and promote a high level of pride and presentation across all written activities.

To enrich our English curriculum, the school provides high quality experiences for children such as theatre visits, visitors and EPIC days linked to reading or particular books. We often involve our wider community in these events.

Assessment for Learning is embedded in literacy lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, areas for development to ensure a continuous and individualised approach to improving their work.

Impact

The organisation of the English curriculum, will realise a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children will be confident to take risks in their reading and writing, and will love to discuss and share their ideas. Outcomes of work in both literacy and topic books will evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These will enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

Writing Intent

Writing has an important place in education and in society. It is an essential skill and the ability to write with confidence and accuracy is a tool which will support a child through life.

It is our intent that our children understand the social functions of writing in order to use different genres of writing appropriately by considering its purpose and matching it to its audience.

At Leconfield, every child develops a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules.

Children will have a joined, legible and increasingly efficient handwriting style.

Writing success is celebrated with examples of quality work being displayed both in classrooms and across school in corridor displays.

At Leconfield Primary School, the English curriculum enables our children to become confident and creative writers. Objectives for each year group are progressively mapped out to ensure our children acquire the skills and knowledge to write across a range of subjects.

Writing Implementation

Our curriculum supports children's retention of knowledge and skills. Early phonics is taught following the Read Write Inc phonic programme. Writing is carefully planned and taught using a structured writing sequence which contains key elements of grammar, punctuation and spelling appropriate to the year group. Throughout the teaching sequence, the children are given the

opportunity to analyse high quality writing examples of a particular text type, practise different writing skills with a piece of writing specific to a text type. Teachers and support staff also look where children need extra assistance and offer swift feedback during sessions to provide the children with the skills to produce high quality writing.

Daily writing sessions begin with a high-quality picture book or text as the stimulus with different genres is chosen as the focus. Children are taught skills in line with the National curriculum, writing is modelled eventually culminating in a piece of writing.

Our lessons include:

- Identify features of the genre
- Look at grammar, punctuation and spelling content for the genre
- Analyse
- Plan/practise/model writing
- Write independently/edit
- Spelling
- Handwriting

Writing Impact

A wide range of strategies are used to measure the impact of our Writing curriculum. The impact of learning is measured through formative and summative assessment. Children are assessed against writing teacher assessment framework. These are kept in the back of each child's English book and easily visible to both children and teachers. English books are scrutinised on a termly basis in order to assess strengths and areas for development. Teacher assessments in writing are submitted on a termly basis and children who are not achieving in line with expectations are given further intervention sessions in order to address any misconceptions. Teachers meet to moderate writing and to ensure that judgements are accurate and fair. We moderate as a school and with other schools. Teachers attend moderation workshops delivered by the local authority. The subject leader monitors the effectiveness of the Writing curriculum, teaching and learning. The Teaching and Learning Committee also monitors the impact of our writing curriculum. The monitoring, assessment and moderation systems show that our children acquire the skills and knowledge to write across a range of subjects.