



English Curriculum at Sywell Church of England Primary School

Intent

At Sywell Church of England Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. 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

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers use Jane Considine's Grammaristics, Fantastic and Boomtastics with their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study. Our curriculum closely follows the aims of the National Curriculum for English 2014.

We try to encourage love of reading by holding book themed days and events across the school. The school has a daily read time which encourages the children to be engaged with text at the end of the day. We have links with local libraries and children are encouraged to take part in the summer reading challenge. A well-stocked library promotes authors and a range of reading material which appeals to all children.

We ensure that children

- 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

Structure of lessons

- In Early Years and Key Stage 1, children have a daily phonics and handwriting lesson. In Key Stage 2, children have a 30 minute Grammar Session every day.
- English is taught discretely to develop writing skills and then embedded through cross curricular writing.
- Children across the school have a 30 minute book talk session every day.

The long term plan indicates which fiction, non-fiction and poetry genre to cover every term along with possible novels and high quality texts. Children starts the term with a cold write so that the teacher can identify gaps in initial understanding. Children will be exposed to high quality examples where children can understand the features and language choices and they will use pictures, cues and actions to remember the features and structure. They then move to create their own example of the genre which is built over a series of lessons. Within their topic work, the children then create their hot write which shows their full understanding of the genre studied.

Every classroom has a display which celebrates children's writing and 'tool boxes' are available with reminders of spellings, features, vocabulary and key teaching points. Children can independently use these toolboxes within sessions.

Reading at home

Each child will receive a Reading Log at the beginning of the year. This should be written in at least 3 times per week. All children choose a 'banded' book to take home. Once children have completed the levelled reading and become fluent readers, they are encouraged to take home an age appropriate book from the library. We follow the 30 minute pledge where teacher's read to their class for at least 15 minutes per day and then children read at home for 15 minutes with their parents or carers.

Assessment

Our assessment of reading and writing is on-going and we use year group expectations in order to identify where children's gaps in understanding are. Children self-assess and peer assess against features required and skills used. Data is analysed termly to identify gaps and well as highlight the progress made by children so that targeted interventions and opportunities can be planned for. Children are assessed regularly in reading against National Curriculum expectations. Children carry out a more formal assessment in reading once per term.

Moderation

Moderation happens regularly in school and across schools within the cluster. We complete moderation forms as evidence and discuss any discrepancies. We keep all moderation records so that a standards file is developed.