



What English looks like in Goodrich CE (VC) Primary School

Four basic elements run through our whole curriculum. Through the English curriculum we foster Achieve, Believe, Care and TIPTOP to enable every child to the best they can be.

CURRICULUM INTENT

Our curriculum sets out: the significant and key knowledge that pupils should know and remember as well as the skills that the children will develop and build on; the key concepts that children will return to in different contexts and year groups; the prior learning that the children can build on; the vocabulary that will be introduced as well as the sequencing and progression of the units to be taught.

The importance of English at Goodrich CE (VC) Primary School

When our children leave Goodrich we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum. To open a world of possibilities, in order that they can flourish.

What English looks like in our school:

Opportunities to develop a child's imagination and inventiveness whilst forming the basis of a lifelong enjoyment of writing. Inspiring children to value our rich and varied literary heritage - walking through doors to the past, present and future - and linking writing closely to storytelling and the habitual enjoyment of reading. A nurtured 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 endeavour to teach children to write with confidence, orchestrating a range of independent strategies to self-monitor and correct. A curriculum designed to allow children to take an interest in words and their meanings – developing a growing vocabulary in spoken and written forms in order to communicate opinions and ideas, and further their learning in all curricula areas. Children form a secure knowledge-base in all aspects of English, which follows a clear pathway of progression (following the aims of the 2014 National Curriculum) as they advance through the primary curriculum.

Our philosophy:

Children learning to be effective communicators through not only the written word but also orally and across a range of media formats. Children immersed in the written word through exposure to quality texts and adventurous vocabulary. Children inspired to write through resources, experience and the adults they engage with. Children developing an awareness of audience and realising that their vocabulary choices have impact.

By the end of EYFS pupils will:

- Increase their phonic knowledge to write words in ways which match their spoken sounds.
- They also write some irregular common words.
- They write simple sentences which can be read by themselves and others.
- Some words are spelt correctly and others are phonetically plausible.

By the end of Key Stage 1 pupils will:

- Apply the phonics knowledge to correctly spell including common exception words and contracted forms.
- Write from memory simple sentences dictated by the teacher.
- Correctly form and space their letters and key punctuation.
- Develop positive attitudes towards and stamina for writing .

By the end of KS2 pupils will:

- Spell with greater confidence and able to use a dictionary should it be needed along with knowing a greater range of punctuation and grammar techniques.
- Be effective written communicators – having a greater awareness of purpose, atmosphere and audience when they write.
- Know a wider range of authors and genre.
- Know that to give and receive constructive and supportive feedback is important.
- Enjoy writing and see it as a form of expression.

Our curriculum is ambitious for all pupils, regardless of their starting point. We aim for our classrooms to be places of 'high demand – low threat'. We provide support through modelling, paired talk, scaffolding and worked examples rather than highly differentiated activities or sheets. We aim to offer all children the opportunity for stretch and extension, through offering challenging tasks that build on the core learning.

Opportunities to use high quality texts are identified in all curriculum areas. Reading is not only an important skill in its own right but can expose children to new vocabulary as well as provide a richer understanding of a topic which can underpin their new knowledge.

New vocabulary is prioritised frequently and is recorded on our working walls and magpie books in order to support pupils to become familiar with it and use it in their own work and talk.

We support pupils to know more and remember more through offering frequent opportunities for retrieval practice.

How does it work in English?

Writing is assessed consistently throughout the year through hot and cold tasks to begin and end each unit of writing. Teachers use this to assess the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type. There may be a 'hook' to start the unit. Each lesson is planned and the needs of each child taken into account so that resources (including support) can be prepared/implemented. Texts are chosen/created to set high expectations and to mirror the grammatical features planned in for the unit. Children are taught using the TALK for WRITING approach aimed at oral re-telling of a text - committing the vocabulary to memory. Teachers plan their genre and complete the imitation, innovation and invention processes. There is a need for clear and purposeful modelling by staff where they demonstrate expectations, word choices and thought processes. Teaching/LA staff may update support materials e.g. working walls, word banks, writing toolkits whilst the modelling takes place. Washing lines and working walls reflect the current learning and act as a resource bank for children to interact with should they wish to.

What do adults do to enable children to flourish in English?

Plan exciting progressive lessons which build on prior knowledge, sometimes linking to other areas of the curriculum. Choose texts that will engage children and prompt discussion. Celebrate writing in class – knowing that each child's success criteria will be specific to them. Teachers use assessment to identify the areas that their children will need to be specifically taught, even if this means tracking back to objectives from previous years, in grammar and text type. Interventions on specific areas of weakness will be carried out by the class teacher or teaching assistant. Teachers will moderate across year groups and partner schools. Create a supportive, learning environment that engages children's interest in the topic being studied e.g. working wall, visual prompts, vocabulary choices, targets regular book scrutiny, pupil perceptions and planning audits. Whole school professional development.

How do we help children who need additional support?

Work might be differentiated at the planning stage so that all children are able to meet the learning objective. Alternative targets or smaller steps may be given. Visual aids, word banks or prompts may be used to give children confidence to make choices in their writing. Small group/1:1 adult support given where required – allowing for a change in pace or a specific focus. Set high standards and maintain expectations. Opportunities to record ideas using a range of alternative media. We use teacher and self-assessment to quickly identify any child who requires additional support in specific areas. These pupils will then receive additional support or resources to use.

	<p>Some children may receive individual quick catch up if they have not achieved the lesson objective that day.</p> <p>How do we challenge children in English? Lessons will be differentiated where appropriate. Small group work with alternative/extended discussion points. Opportunity to further innovate texts.</p> <p>How do we ensure all children can access the English curriculum? Children are identified and discussed at Pupil Progress Meetings if concerns are present. Children who have SEN or EAL needs are taught key vocabulary prior to/at the start of the topic. Seating children alongside good role models to support one another. By providing visual/practical prompts. Teaching lessons using a range of different techniques. More frequent repetition and revisiting to help make it stick.</p>
CURRICULUM IMPACT	<p>The impact of children's progress and their ability to know more and remember more will be visible through a range of methods. These may include end of unit assessments or quizzes, hot and cold tasks, spoken responses, progress over time in pupils' books, extended writing or even an end of unit project.</p> <p>What will you see in English? Engaged learners who are proud of the writing they produce. Children reciting a learnt text with actions to aid memory/recall. Children keen to include new vocabulary/grammatical techniques within their writing. Children keen to read out their written pieces to an audience. A learning environment where it is accepted that using resources and toolkits is what good writers do. Children talking, sharing and reflecting upon their learning.</p> <p>How do we know how well our pupils are doing in English? Lessons are planned with children prior knowledge/assessed level known. Marking and feedback by teacher and peers. Displays of work in classes. At the end of each term, skills are highlighted according to whether a child has demonstrated that they have met a skill on our tracker Book looks pupil perceptions and staff meetings.</p> <p>What do we do with the assessment data we collect? Data is collected regularly and uploaded on our own tracking system. All data is used by teachers and leaders to inform next steps for each child. It is also part of ongoing monitoring that informs leaders of the priorities in English for teaching and learning.</p> <p>How do we know that our children are flourishing in English? Children who enjoy communicating through the spoken or written word. Inquisitive and reflective learners. Children who can see the purpose of grammatical features Children who can see how vocabulary choices can change the overall impact or inferred meaning of a piece of writing. Children who are able to create imagery in the mind of a reader Children who are able to affect their reader emotionally. Children who can transfer their skills into foundation subjects. Cohorts of children leaving their primary school phase with standards never less than the national average.</p>

What is Cultural Capital?

The National Curriculum defines cultural capital as: 'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement'. This powerful knowledge can be split into two categories: powerful subject knowledge and powerful personal knowledge.

Powerful Subject Knowledge in English

The statutory English Curriculum of 2014; the knowledge of a range of authors, their work and their importance to literature through history, including modern day; the spelling of everyday and more complex words incorporating prefixes and suffixes and invitation of visitors to support the teaching of the curriculum.

Powerful Personal Knowledge in English

Writing in a range of genre, seeing the impact writing has on its audience; a depth of vocabulary and when to apply it in different contexts; developing social skills through written communication (links to PSHE and Computing/Internet Safety); using writing to communicate ideas in other curricular areas - trips to various locations and reflecting on their experiences; invitation of visitors into school as inspiration for writing as a career; use writing to communicate with people in the community to gather information about local/national/global issues; enjoyment of word games as part of wellbeing and use of national days e.g. remembrance, to develop knowledge and empathy.