

English

Intent

The curriculum intent for English is firmly rooted in our school desire to give all children strong foundations from which they may become **successful, independent learners for life** and is centred around our school values of **independence, co-operation, respect, responsibility, resilience and ambition**.

The overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. Through high quality literature, pupils will be inspired to develop their reading and writing skills so that they are able to **independently flourish in a complex world**. Our inclusive English curriculum strives to embed equality and diversity by creating teaching and learning environments which are built upon British values and celebrate a diverse range of authors. We aim for children to have a greater understanding of the way cultural influences and experiences of the outside world reflect and shape our English language and inspire the work of writers, readers, public speakers and themselves.

The end points are defined in the National Curriculum for each year group in Key Stage 1 and Lower Key Stage 2 and Upper Key Stage 2. At Parklands, we have defined the end points for each year group in Key Stage 2 to aid the assessment process and ensure knowledge and skills develop well, in sequence within units of work and over time across different themes. The use of the Literacy Counts Read to Write scheme and the progression of Shared Reading and Extended Writing documents will support the teaching and learning of English to ensure pupils are able to achieve the defined end points.

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

Implementation

- English is taught daily using the 'Read to Write' scheme which includes a variety of genres.
- Extended writing lessons are taught weekly to develop technical writing skills.
- RWI phonics is taught daily across EYFS, KS1 and when applicable in KS2.
- All children read to a staff member at least weekly.
- Reading and writing is held in high regard by all school staff.

- Accelerated reader provides a levelled reading scheme for ks2 following RWI.
- Accelerated reader encourages pupils to develop the habit of reading widely, often and within their reading range
- Children are given the flexibility to choose a book within their own band from the library
- Children will be given the opportunity to read books they are interested in which are outside of their 'reading range' to promote reading for pleasure.
- Children have a high-quality text read to them once a day for pleasure and share in the enjoyment of this
- Teachers model reading strategies during shared reading lessons which involve the whole class three times a week
- Reading interventions are implemented across the school at point of need
- Pupils engage in regular discussions in pairs and groups and have the opportunity to articulate their ideas across all subjects
- Children engage in classroom debates during appropriate topic areas
- Children have access to, are encouraged to read and have the opportunity to use information texts across the curriculum.
- Parents engage with the English curriculum through attending performances, attending parent workshops and supporting the use of reading journals
- Teachers provide pupils with a wide range of texts from different genres and promote authors across the year.
- Books are celebrated in reading corners in the classroom and on display in an open library which are easily accessible for all children.
- National Poetry Day, Roald Dahl Day and World Book Day are celebrated.
- Whole school competitions based on reading bring the whole school together and provide further opportunities for reading for pleasure.
- Staff model the use of Standard English, a formal tone, voice projection and appropriate vocabulary.
- Writing skills are developed through an 'I do, we do, you do' approach
- A writing guidance supports the expectation of each genre taught and consistency across the school
- The 'No Nonsense' spelling scheme is used for children in key stage 2, where activities are delivered 2 or 3 times a week
- Low stakes testing is used weekly to test spellings
- Handwriting is explicitly taught twice a week
- Vocabulary is displayed in class for all areas of the curriculum.
- Thesaurus' and dictionaries are used regularly to support the teaching and learning of new vocabulary
- Editing and proofreading of work is modelled by adults and is an expectation within every writing lesson as pupils are encouraged to see themselves as authors
- Grammar and punctuation is taught within writing and reading lessons
- Teachers model the handwriting expected of the pupils in their own writing and use of an electronic, joined font which follows the school's handwriting policy
- Writing produced by pupils is displayed in classrooms, around the school and via school social media to provide a purpose and audience for writing
- Explicit speaking and listening skills are celebrated across the school.
- Pupils are given a range of opportunities for informal sharing and more formal presentation of work or ideas in pairs, groups, individually and as a class

- Children are given the opportunity to speak to visitors and during assemblies.
- Throughout the year, pupils work towards performances including a poetry recital, Christmas nativity and end of year performances.
- Events take place throughout the year to promote enjoyment of reading and writing including: world book day, writing competitions, author visits and book clubs.
- High-quality training is delivered by English specialists and the experienced subject lead to all staff to ensure quality-first teaching approaches are developed
- Formative and summative assessments are used to ascertain the attainment and progress of pupils
- Staff follow the schools marking policy which enables marking at point of need and the opportunity for pupils to celebrate strengths and make improvements
- In EYFS children are encouraged to vote for their end of the day story.
- In early years, children are given time and support in order to develop their ability to articulate their own ideas clearly (speech and language support is given)

Impact

By the time our pupils leave Parklands they:

- Read fluently, and with confidence, across a range of genres.
- Progress through the Phonics Screen Check in Year 1.
- Have an excellent knowledge of a range of authors, talk about books which they enjoy and make reading recommendations.
- Talk enthusiastically and articulately about reading and writing.
- See themselves as authors and write using a wide vocabulary, punctuation and grammar choices with good awareness of their audience.
- Effectively apply spelling rules and patterns that have been taught
- Achieve age-related expectations in reading and writing, in line with National Average and some will have progressed further and achieved Greater Depth.
- Have gained transferrable skills which are applied across all areas of the curriculum.
- Are equipped with the skills and confidence necessary to progress to key stage three.