

English

Curriculum Statement

PURPOSE OF STUDY

As a Trust, we understand the need for all pupils to develop their skills as effective communicators in all subjects. Moreover, we recognise the importance of communication in shaping every aspect of a pupil's current and future lives. Providing a high-quality education in English is a vital way of ensuring our pupils are able to articulate themselves both in school and later in public life. Creating a life-long love for the subject of English helps to support pupils' work across the curriculum, as well as enlighten their interactions with the world around them. It also acts as a gateway to increase their own cultural capital and enables pupils to access all possibilities life has to offer.

The teaching and learning of English within the Warriner MAT comprises the development of comprehensive reading, writing, speaking and listening skills and, importantly, the exploration and application of high-level vocabulary.

"If they can read it, and understand it, they can say it. If they can say it with confidence, it provides them a key to success for their future beyond school." Alex Quigley

AIMS

The overarching aim for English in the National Curriculum 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.

The National Curriculum for 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.

SUBJECT CONTENT

SPOKEN LANGUAGE

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.

READING

The importance of reading, and reading for pleasure, cannot be overstated. We believe that our pupil's capacity to learn, and enjoy learning, is inexorably connected to their skills in reading. We actively encourage children to read broadly for pleasure, while immersing them in word-rich classrooms which focus on vocabulary development. Pupils are encouraged to become enthusiastic, independent and reflective readers, as they are introduced to an increasingly wide variety of well-chosen literary materials within our Reading spine.

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

It is our aim that all children will become fluent, confident readers. We use Ruth Miskin's Read Write Inc programme to deliver our phonic teaching. Read Write Inc supports us in putting reading at the heart of our school and ensures that staff have the knowledge and determination needed to teach every child, regardless of their age, background or need. We know that Reading gives our children the tools to become an independent life-long learners.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds. It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in preparation for their forthcoming secondary education.

COMPONENTS OF READING

Whole Class Reading:

Reading lessons are focused on a teacher reading high-quality and challenging texts from the WMAT Reading spine, which are dissected by the class through high-level questioning and discussion. The teacher reads the text to the class, modelling fluency, intonation and comprehension and pupils follow a copy. The lesson objective will be focused on a different aspect of reading such as summarising or the use of inference. Within this lesson, key vocabulary will also be identified and taught to the children with a view to it being used both in oral and written outcomes. Expectations will be high for all children, with the necessary scaffold and support in place for those who require it. Skilled questioning and teaching will support the children to develop their skills. Activities do not always need to be written, for example, drama may be used to help children explore a character through role play, debates or freeze frames. The VIPERS approach is used to support this approach along with some resources from Literacy Shed and CLPE.

Independent Reading:

Children engage in independent, sustained reading. It provides an opportunity for pupils to read and enjoy a range of texts and to apply reading strategies. In Reception and KS1, teachers keep a record of what the children are reading. In KS2 children are encouraged to keep their own record of the books they read in their home school links books. Each class has a collection of materials for the teaching of reading. In Reception and KS1 (and beyond where necessary), the collection is levelled and kept in colour coded baskets. Basic categories of book organisation will support children in making their individual choices.

WRITING

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise, edit and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. This understanding of the writing process is reflected in the teaching sequence used across the WMAT.

COMPONENTS OF WRITING

Whole Class Writing:

Writing lessons reflect the research carried out by the EEF Research about KS1 and 2 Literacy. Writing lessons will identify, share and explore models of high-quality writing before the activity begins, this is because we believe that children need to know what 'a good one looks like,' before developing their own writing. Key features of the text, including grammar and punctuation will be modelled and deliberately taught before providing children with time to carry out extensive practice. Children will then be able to write their own outcomes, having time to edit and revise within the sequence.

Independent Writing:

Children are given the opportunity for a range of independent writing activities which clearly link to whole class writing objectives. These tasks will need an identified audience, clear purpose and to cover all aspects of the writing process. Children will be given a range of opportunities to assess both their own and each other's writing in order to further their own learning. The Warriner Multi Academy Trust is part of the national comparative judgement project for writing. This consists of a stimulus followed by deepening activities to further develop children's understanding. An extended writing opportunity then follows, where children are encouraged to focus and apply themselves whilst working in a very calm environment. Their independent writing is then scanned into a national database and judged by teachers across the country. Each year group has an opportunity to complete one task a year. These benchmarked pieces of writing are then used as pieces of benchmarked work within our Multi-Academy Trust.

Handwriting:

Handwriting is taught daily in KS1 and where appropriate in KS2. A teaching assistant supports pupils who have been identified as needing additional guidance in this area. Lessons are clearly modelled by the teacher.

SPELLING, VOCABULARY, GRAMMAR, PUNCTUATION AND GLOSSARY

The two statutory appendices - on spelling and vocabulary, grammar and punctuation – are incorporated within the WMAT Writing plans. Planning indicates units of work where deliberate teaching of specific punctuation and grammar may support children's outcomes. Specific tier 2 and 3 vocabulary is also identified within some units of work to ensure that children's vocabulary is developed and supports their understanding and spoken and written language across the curriculum. Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. It is also important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

TEACHING & LEARNING

Across The Warriner Multi Academy Trust we aim to engage and enthuse our children with a love of Reading and Writing. Both aspects of the curriculum are deliberately planned and sequenced in our long-term plan, that, where appropriate, links to other subjects across the curriculum. Teachers use the LTP to carefully and deliberately deliver a structured curriculum that equips children with the necessary skills to write successfully in each genre. This supports the use of reading and writing for real purposes and enables children to explore and deepen their understanding of the different topic areas across the curriculum. Within a lesson there will be clear learning intentions, identification of the expanded success criteria, opportunities to build on and connect to prior learning, time for reflection and self and peer assessment. These help to promote children's independence and encourage them to take ownership of their own learning.

Our research-based guidance on the most effective teaching and learning strategies recognises that teachers and schools must be deliberate about what they teach and how they do it and so our guidance supports staff to deliver lessons appropriately modelled and scaffolded in order that children's learning is developed. These teaching and learning strategies are further developed and refined in our subject specific Professional Learning Groups where we are able to develop subject pedagogy to support teaching across our schools.

CURRICULUM PLANNING

Our curriculum is ambitious for all children. It uses the National Curriculum in England 2014 Framework for English as the basis for its' planning.

Our curriculum is a framework for setting out the aims of our programme of education, including:

- The knowledge and understanding to be gained at each stage (intent)
- Translating that framework over time into a structure, narrative and with subject specific pedagogy (implementation)
- Evaluating what knowledge and understanding pupils have gained against expectations (impact)

Long-term planning clearly identifies the knowledge to be taught and how this builds on prior learning and where it will be further developed in the future. The planned progression built into the English curriculum means that the children are increasingly challenged as they move through the school. Links are made to termly themes and other curriculum subjects where appropriate and these are identified on the termly units of work. Long-term plans identify individual English units taught across the year group phases and follow a two-year cycle. English is taught by individual class teachers who take responsibility for planning, resourcing and delivering this area of the curriculum.

EARLY YEARS FOUNDATION STAGE

The Early Years Foundation Stage Curriculum supports the development of key skills across the English Curriculum. These skills are taught both discretely and as an integrated part of their curriculum. Phonics lessons are taught daily and the RWI scheme and Get Writing materials are used for these sessions. Here children develop fundamental skills to support them in learning to read and write. They begin to hear discrete sounds in words and make links between what they hear and the letters or phonemes that make these. This is taught alongside recognition of letter formation. Through the teaching of phonics, children are encouraged to form letters correctly from the very beginning of their schooling.

We provide a literate rich environment for our children. Appropriate resources, effective models and scaffolds are available within the classroom to support independence within our children. Daily opportunities are provided for children to take part in reading and writing activities both inside and outside. All children are encouraged to communicate in an appropriate way with their peers and the adults supporting them. Adults model appropriate language use and encourage children to do the same, whatever their ability or developmental stage. Children learn about and make use of a range of resources with which to communicate, including drawing, computing, artefacts and mark making.

SPECIAL EDUCATIONAL NEEDS

We have high expectations for all of our children and work to ensure that barriers are able to be overcome. To that end we expect our staff to plan and deliver lessons where pupils with SEND are able to access their learning in an appropriately supported manner.

SPIRITUAL, MORAL, SOCIAL & CULTURAL DEVELOPMENT

Through the vast subject that English is, there are great opportunities to develop opportunities for SMSC. For example:

- The studying of different texts - classical, contemporary, serious, funny can provide challenging starting points and give an appreciation of the beauty of great language and literature

- Exposure to great literature and poetry and its' place within a culture can lead to appreciating moral or social aspects e.g. Dickens social commentary or knowing that we can learn a lot about other cultures from its writing.
- Drama and stories which create opportunities for moral judgements.
- Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view.
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures.
- Awareness of traditional tales and their cultural background.

ASSESSMENT & RECORDING

Assessments are carried out three times a year, with reading and writing formally assessed. Children's attainment at that point in time are recorded once each term using The Trust's data management system.

Teachers assess children's work in Reading and Writing by making informal judgements as they observe during lessons. Staff will amend planning where assessments indicate this is necessary or provide additional support/scaffold if required. Within the writing process, at appropriate and useful times, the teacher will provide verbal and or written feedback. At the end of the year, the teacher makes a summary judgement about the work of each pupil in relation to the skills they have developed in-line with the National Curriculum in England 2014 and these are reported to parents as part of the child's annual school report. We use this as the basis for assessing the progress of the child and we pass this information on to the next teacher at the end of the year.

MONITORING & REVIEW

Individual teachers are responsible for the standard of children's work and for the quality of their teaching in English. Subject leaders work with their school teams to develop subject pedagogy across the school and to monitor the English teaching and learning taking place through book looks, pupil interviews, learning walks and data analysis. Where strengths and examples of good practice are noted, they are shared and where areas requiring additional support are highlighted, the necessary CPD is provided.