



Stoke Row School

English Curriculum

Intent

At Stoke Row we believe that a quality English curriculum should develop children's love of reading, writing, speaking and listening. Guided by our school values of **kindness, respect, excellence, courage and perseverance** we create a nurturing environment where children take pride in their learning and appreciate the work of others. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We want to inspire children, who are confident in the art of speaking and listening; that can use discussion to communicate and further their learning.

Implementation

We do this by ensuring our aims, vision and values are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our writing curriculum is structured by teaching the skills the children need to write for different purposes (to inform, to entertain, to persuade and to discuss). Our English curriculum closely follows the aims of the National Curriculum for English 2014 and is linked to our overall topic based programme of learning.

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.

In addition to daily literacy lessons, children in EYFS and KS1 have daily streamed phonics sessions which follow the Bug Club phonics programme which also provides home reading related to the phonics programme.

KS1 and lower KS2 also have daily guided reading sessions and additional frequent 1:1 reading if they require additional support. In upper KS2 the focus is on reading widely for pleasure and the children are encouraged to regularly share books they have enjoyed and

recommend them to their peers (regular adult led 1:1 or small group reading is still provided for those children requiring additional support). In all classes, children have access to the Pandora reading scheme to build fluency but are also encouraged to read widely for enjoyment. Each class regularly enjoys reading books as a class, which is an opportunity to promote high quality book talk and encourage children to read high quality texts.

To further develop speaking and listening and allow our children to develop our *school values of kindness, respect and courage* we also have regular Philosophy for Children sessions (P4C) which enable the children to develop their understanding of the importance of developing high quality discussion skills to further their understanding of questions to which there are no clear answers.

Impact

As a result, we have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. The children experience a range of opportunities to use their skills to impact on the school and wider community. We have reading buddies to enable the older and younger children to read together, opportunities for the children to write for the village newsletter and always look for ways the children can use their writing to *shine their light in our world*; recent examples would include writing to local businesses to encourage them to be more sustainable, writing to MPs about homelessness and entering national writing competitions.

How do we help children to learn?

We take an evidenced based approach to teaching and learning. As such we follow the recommendations of the Education Endowment Foundation and ensure learning is personalised and targeted.

KS1

1. We develop pupils' speaking and listening skills and wider understanding of language.
2. We use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills.
3. We effectively implement a systematic phonics programme.
4. We teach pupils to use strategies for developing and monitoring their reading comprehension.
5. We teach pupils to use strategies for planning and monitoring their writing.
6. We promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling.

7. We use high-quality information about pupils' current capabilities to select the best next steps for teaching.
8. We use high-quality structured interventions to help pupils who are struggling with their literacy. These target specific needs.

KS2

1. We continue to develop pupils' language capability to support their reading and writing.
2. We support pupils to develop fluent reading capabilities.
3. We teach reading comprehension strategies through modelling and supported practice.
4. We teach writing composition strategies through modelling and supported practice.
5. We develop pupils' transcription and sentence construction skills through extensive practice.
6. We target teaching and support by accurately assessing pupil needs.
7. We use high-quality structured interventions to help pupils who are struggling with their literacy.

Characteristics of a reader:

- An excellent comprehension of texts.
- Knowledge of an extensive and rich vocabulary.
- Excellent phonics knowledge and skills.
- Extensive knowledge through having read a rich and varied range of texts.
- Fluency and accuracy in reading across a wide range of contexts. throughout the curriculum.
- The motivation to read for both study and pleasure.

Characteristics of a writer:

- A love of writing and an appreciation of its educational, cultural and entertainment values.
- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination, which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or descriptions.
- Well-organised and structured writing, which is grammatically correct and includes a variety of sentence structures.
- Excellent transcription skills that ensure writing is well presented and punctuated, spelled correctly and neat.

How are staff supported?

Staff are supported with a clear curriculum map and guidance on our whole school approach to teaching Literacy.

The literacy coordinator attends regular partnership meetings run the Literacy consultant from the Primary Support Team. Knowledge on best practice is regularly disseminated with school staff at staff meetings. During staff meetings, we also regularly monitor children's book and share ideas for how to improve practice across the school.

Staff have access to internal/external training as required.

Assessment

Assessment is an integral part of teaching and learning and is a continuous process. It is central to helping children make progress as it allows teachers to identify pupils' strengths and identify next steps for learning and plan how to meet their learning needs.

At Stoke Row we use formative assessment every day to identify what the children have learned. Formative assessment is carried out informally by teachers in the course of their daily teaching through marking pupils' work, talking to pupils and on-going observations. Children also undertake many self-assessment activities and to use peer assessment to provide feedback to one another.

Summative assessment is used to provide evidence of a pupil's achievement over a period of time and is carried out and recorded in a number of ways. At the end of Year 2 and Year 6 pupils sit Statutory Assessments (SATs) in Reading, Maths, Grammar, Spelling and Punctuation (GPS) in accordance with government guidelines. Teacher assessment is also made of pupils' Writing and Science levels.

Pupils in Y1 undertake a national phonics screening test and in Year 2 there is an additional phonics screening test for pupils who did not successfully attain the required standard at the end of Year 1.

Summative Assessment for Writing:

- Writing is teacher assessed using the Alison Philipson Literacy Writing Grids and the DfE exemplification materials. In year 2 and 6 judgements on writing are based on the statutory assessment framework. Writing is regularly monitored in staff meetings, partnership coordinator meetings and we attend partnership moderation meetings.

Writing grids: <https://apliteracy.com/homepage/writing-resources/writing-assessment-grids/>

Exemplification KS1: <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks1-english-writing>

Exemplification KS2: <https://www.gov.uk/government/publications/2018-teacher-assessment-exemplification-ks2-english-writing>

Teacher Assessment Framework KS1: <https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-1>

Teacher Assessment Framework KS2:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf)

[19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/740345/2018-19_teacher_assessment_frameworks_at_the_end_of_key_stage_2_WEBHO.pdf)

Summative Assessment in Reading and SPaG:

- KS1 and KS2 SAT's have a reading and spelling, comprehension and grammar paper. Examples of past papers can be found here: <https://www.gov.uk/government/collections/national-curriculum-assessments-practice-materials>
- In years 1, 3, 4 and 5 we use the PRIA reading assessments to inform teacher judgments.