

## Curriculum INTENT: ENGLISH

### Our School Vision and Values

Jesus said "I have come so that you might have life –life in all its fullness." John 10:10

Jesus encouraged all his children to live life in all its' fullness. Through our core values of **love, courage and fellowship**, and with an enquiry approach to our inter-disciplinary curriculum, our children enjoy learning about themselves, about others and the world which we are guardians of. We nurture a love of learning, celebrate courage to persevere in learning and fellowship through collaboration and recognising each other's strengths and special qualities. **'Be kind, never give up and work together.'**



**Love:** To love ourselves and one another alongside developing a deep-rooted love for learning.



**Courage:** Perseverance. To ask questions; to take measured risks; to have the courage and confidence to stand up for what you believe is right and to have the voice to say it.



**Fellowship:** In fellowship with our entire community, we value strengths and uniqueness so that everyone has a strong sense of belonging. We celebrate the progress towards being independent life-long learners so that our children achieve happiness and success.

At Chawton CE Primary School we believe that an engaging English curriculum will 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 for pleasure, widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately, using the mechanics of good literacy and adapt their language and style to suit range of contexts. Children will explain their authorial choices and the impact these have on the reader. Opportunities are embedded throughout the curriculum to inspire children to be confident in the art of speaking and listening; encouraging them to use discussion to communicate and further their learning.

We believe that children need to develop a secure grasp of skills and knowledge in English; following a clear pathway of progression as they advance through the primary curriculum. We believe that a firm grasp of literacy skills is crucial to accessing all education and these will give our children the tools they need to enjoy learning and to participate fully as a member of society.

<b>Love</b> 'Let all that you do be done in love.' 1 Corinthians 16:14		<b>Courage</b> 'Be strong and courageous for the Lord your God is with you wherever you go' Joshua 1:9		<b>Fellowship</b> 'If we walk in the light as he is in the light, we have fellowship with one another...' 1 John 1:7	
<b>Creativity</b>	<b>Reflection</b>	<b>Perseverance</b>	<b>Enquiry</b>	<b>Collaboration</b>	<b>Connection</b>
Thinking outside of the box and responding to thinking and learning in different ways.	Thinking about and looking back on learning to decide how it went and where to go next.	The ability to stick at a challenge or a task when you feel like giving up. The desire and determination to self-improve and succeed.	A way of finding out. Asking questions and wanting to find out answers.	Working together to get a job done. Working together, co-operation and communication are essential when collaborating.	Linking the building blocks of knowledge and skills together to create new understanding.

## Curriculum IMPLEMENTATION

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.

Our text led curriculum is at the centre of our Learning Quest approach to our curriculum. A text driver is chosen and a wide range of supporting, or parallel texts are chosen to ensure that all children experience a breadth of text style and genre. Our curriculum closely follows the aims of the National Curriculum for English 2014 and we use the Hampshire Assessment Model to ensure that children meet curriculum phased expectations.

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.

Whilst we may need to operate virtually, the following sites are recommended to support the teaching of English (there are many more!):

<https://www.literacyshedplus.com/en-gb/browse/free-resources>

<https://www.pobble365.com/>

<https://english.hias.hants.gov.uk/>

<https://www.squigglepark.com/dreamscape/>

<https://www.sirlinkalot.org/>  
<https://www.twinkl.co.uk/resource/t-l-141-line-handwriting-worksheets>  
<https://www.phonicsplay.co.uk/>  
<https://www.nessy.com/uk/>  
<https://clpe.org.uk/clpe/free-resources>  
<https://chatterpack.net/>  
<https://home.oxfordowl.co.uk/>  
<https://collins.co.uk/pages/collins-big-cat>  
<https://www.hoopladigital.com/>  
<https://stories.audible.com/start-listen>  
<https://worldbook.kitaboo.com/reader/worldbook/index.html#!/>

<p style="text-align: center;"><b>Planning</b></p> <p>Our planning follows the <b>HIAS English team’s 3 phased approach</b>: Stimulate and Generate, Capture, Sift and Sort and Create, Refine and Evaluate. Teachers will model writing construction at all stages, ensuring the metacognitive processes are shared, whether this is one sentence or a complete form.</p> <p><b>Stimulate and Generate</b>: is an opportunity to delve into the text driver (this can be a film, a poem, an advert, a novel, a non-fiction text etc.) and become immersed in the world through discussion, drama and book talk. <b>Capture, Sift and Sort</b> is a time for children to practise the skills needed to write. This includes grammar, sentence construction, spelling and phonics as well as the opportunity to write at length during one, or more apprentice writes. During the <b>Create, Refine and Evaluate</b> stage, children will draft, write and evaluate their ‘final’ outcome; teachers will model as appropriate and address misconceptions throughout.</p>	<p style="text-align: center;"><b>Grammar</b></p> <p>Grammar is taught as part of the HIAS English approach: through the ‘Capture, Sift and Sort’ phase. Grammar teaching is embedded, using the rich text for key examples and giving the children plenty of structured visual and concrete examples to practise and play with before they use it in their own writing. The Killgallon strategies of: sentence imitation, unscrambling, combining and expanding are used throughout. Children also explore WAGOLLs (What a good one looks like) and discuss the purpose, audience and layout to ensure they know how to structure their writing effectively for a range of purposes. Occasionally, and in preparation for KS2 SATs, children may undertake discrete grammar lessons.</p>	<p style="text-align: center;"><b>Spelling</b></p> <p>Spelling is taught throughout the school. Whilst children are taught phonics in Key Stage One, they are also encouraged to learn the Common Exception Words. These are broken into sets, using Teddy and Rocket words to encourage over-learning. From Year Two, Read Write Inc. spelling programme is used to complement the learning from the phonics programme in reception and year 1.</p>
<p style="text-align: center;"><b>Phonics and Early Reading</b></p> <p>Reading is taught using the Read Write Inc programme. From Reception, children are taught the sounds in English, the letters that represent them, and how to form the letters when writing. The Read Write Inc approach includes reading books written using only the letters and sounds they have learnt at each level (and a small number of separately taught ‘tricky words’). The programme continues through Key Stage One, where children attend a daily session in smaller groups tailored to their individual learning stages. The children read a variety of texts from the sets of brightly illustrated books that accompany the programme. Each session includes comprehension skills, spelling and sentence dictations (‘holding a sentence’) in order to support their reading and writing.</p>	<p style="text-align: center;"><b>Book Talk</b></p> <p>The comprehension of reading is taught as a whole class. All children will share the class text and discuss the text, paying attention to the following aspects of word reading and comprehension strategies: clarify, monitor and summarise, select and retrieve, respond and explain inference, language for effect and themes and conventions. Children respond to the text using a range of ideas and create reading journal pages which are recorded as part of their learning quest. Fluency and prosody are taught as part of word reading –as a class, a group and to individuals. Children in Key Stage One, and children who receive SEN support for reading are heard read on an individual basis at least weekly.</p>	<p style="text-align: center;"><b>Cross-curricular</b></p> <p>Opportunities for pupils to make schematic links to English skills across the curriculum are regularly planned for.</p> <p>Reading underpins learning in every subject and teachers take every opportunity to provide opportunities for reading at length in the wider curriculum; other curriculum subject leaders are encouraged to share what reading looks like in their subjects. Opportunities for children to apply reading skills are embedded into each learning quest. For example, using inference skills in a historical enquiry.</p> <p>Children undertake at least one piece of extended cross-curricular writing each week; this is shared across all subjects, so children think about the appropriate literacy skills for the given purpose. Writing of all types is celebrated, whether it is labelling a diagram, creating a flow chart or writing a short diary entry as a character. Each year group has Writing essentials which are the minimum expectations they need to be using and applying in each and every piece of writing they do.</p>

**Curriculum IMPACT**

As a result we have a community of enthusiastic readers and writers who enjoy showcasing their developing English knowledge and skills. They are confident to take risks in their reading and writing in English and across the wider curriculum. They enjoy discussing and sharing their ideas.

Our attainment at the end of EYFS, KS1 and KS2 is above that of both Hampshire (LA) and above national average.

Governors, through the Governor Monitoring Plan and Subject Leader Reports, evaluate the work of subject leaders in ensuring that the quality of teaching and learning across the school is at least good. They ensure that pupils are ready for transition to secondary school and are equipped with the skills to flourish and succeed as caring individuals.