**Curry Rivel Church of England Primary School**



**Curriculum Overview: English**

*Our curriculum approach to English reflects our ethos statement ‘Caring, Curious and Confident’.*

*In particular, we aim for pupils to develop curiosity in English as well as providing opportunities to work co-operatively with others and become confident and resourceful learners.*

**Intent**

At Curry Rivel Church of England School we aim to provide opportunities for children to grow into individuals who can confidently communicate their knowledge, ideas and emotions through their writing and use of the spoken word. We want children to acquire a wide vocabulary and be able to write and speak clearly, accurately and coherently, being able to adapt their language and style in and for a range of contexts, purposes and audiences.

**Implementation**

At Curry Rivel Church of English Primary School, English is taught as a whole class lesson. Teachers use high quality texts, that link to their long-term curriculum plan, to support their teaching and to help engage and immerse the children in their half-termly or termly topics.

In EYFS and Key Stage One, a skills based approach to writing is used with high-quality topic related texts used to support the teaching. In Key Stage Two, children are immersed within a text, analysing and discussing key elements before beginning to use the text, as a focus for their own writing. Success criteria and word banks are used throughout the school to enable the children to develop understanding of the different genres and widen their vocabulary. All teaching staff use the English Progression Map to inform their planning and to identify objectives for their lessons. Where appropriate, teachers refer to previous objectives and ensure consolidation of these objectives occurs before moving onto new learning.

Coverage of genres is planned for in the English overview, where staff consider a fiction, non-fiction and poetry unit to cover per term. Units are chosen from the Genre Coverage document and through termly planning meetings staff ensure that progression is evident and that genres are not repeated for specific year groups.

Phonics: Early Years and Key Stage 1: Pupils are taught as a whole class, focussing on individual sounds, groups of sounds and common exception words within different ‘phases’ according to the progression recommended in ‘Letters and Sounds.’ Jolly Phonic Actions are used to support children in their learning. Where appropriate additional support from teachers and teaching assistants is provided, either within the whole class lesson or as part of planned interventions that take place in addition to the lesson.

During the Summer Term in Year 1, pupils undertake a Phonics Screening Test which assesses their ability to apply what they have learnt. Pupils who do not pass their Phonics Screening Test continue to have intervention to support the acquisition of the required key skills.

From Year Two, Spelling Shed is followed to support the teaching of spelling rules. Spellings are taught according to the rules and focus for these lessons is primarily on exploring the spelling pattern and analysing the exceptions. Children are given spelling homework that follow the spelling focus from the previous week to help embed their spelling knowledge.

**Impact**

Children develop a wide vocabulary and use this within their writing and speaking. They enjoy writing across a range of genres and understand the purpose and audience for their work. The children will leave Curry Rivel School being able to effectively apply spelling rules and patterns that have been taught.

**Recording**

Children’s learning is recorded in a variety of ways, depending on what is appropriate to the nature of the lesson.

In EYFS evidence is recorded on Tapestry and in individual Busy Books. In Key Stage One and Key Stage Two, recording of English lessons can be found in Learning Journey books and published final draft evidence is recorded in Published Work Books. Handwriting books are also used in Key Stage Two. Additional spelling evidence can be found on Spelling Shed for children in year 2-6.

**Assessment**

Every half term, children from Year One to Year Six publish a piece of their independent writing into their Published Work Books. Teachers use the interim writing standards to assess each child’s piece of work individually and identify the next steps needed for that child. Published Work Books remain with the child as they progress through the school to ensure progress is made.

**Reporting**

At the end of each school year, the progress of each child is reported to parents in an annual written report. A judgement, regarding their child’s attainment in writing relating to the national curriculum for their year group will be made. Parents will be informed about whether their children are Working Towards (WT), Age Related Expectations (ARE) or Greater Depth (GD).

Parents of children in Year One who sit the Phonics Screening Check, or parents of children in Year Two who resit the Phonics Screening Check, will be informed of their child’s outcome along with the annual report.

**Monitoring**

The subject leader will assist the Headteacher in monitoring curriculum overviews and medium term plans, with respect to evident learning during work scrutinies, learning walks, moderation sessions, feedback from pupils about their learning and discussions with colleagues.

**Review**

Originally written and reviewed by Sarah Samuel.