

INTENT: Safe, Happy, Challenged, Memories Made

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| <p>Our English curriculum is designed to equip children with the knowledge, skills, attitudes and vocabulary to read, write and speak fluently and through developing these essential attributes, broaden their experiences and opinions, access and interact with the world, communicate effectively and are well-placed for the next stage of their education.</p> | | |
| <p>Spelling</p> <p>Weekly Spelling words and test - homework. We follow the Rising Stars program for spelling. Some children have different spellings, according to need. <i>Impact: most children's spelling ability develops inline with external expectation.</i></p> | <h1>ENGLISH</h1> | <p>Grammar & Punctuation</p> <p>Majority taught as an element of text and for use in writing, some discrete teaching. <i>Impact: knowledge builds through the years and can be seen in the development of writing.</i></p> |
| <p>Handwriting</p> <p>We follow the Nelson scheme which is taught directly in years 1 & 2, graduating out during year 3. <i>Impact: expectation across the school is consistent. Most children reach the key milestones of handwriting expectation (KS1 and KS2).</i></p> |  | <p>Cross Curricular Writing</p> <p>A cross curricular writing expectation ensures children are given opportunities to effectively communicate their learning in other subjects through writing. <i>Impact: Expectation of writing standards is seen across other areas of the curriculum. Children apply their writing skills across the curriculum and use their skills of written communication to demonstrate their learning.</i></p> |
| <p>READING</p> <p>Please see 'Reading on a Page' for more detailed provision.</p> | | |
| <ul style="list-style-type: none"> ★ WDPs Reading Skills & Take One Book ★ Read Together ★ Class and School Libraries ★ Teacher as Reader ★ Teacher Reading | <ul style="list-style-type: none"> ★ Reading Volunteers ★ Read Together - Reading Cafe ★ World Book Day ★ ERIC ★ RWI | <ul style="list-style-type: none"> ★ Visiting Poet ★ Poetry Slam ★ Swap Shop ★ Local Library Visits ★ Reading Dog |
| <p>WRITING</p> <p>We use a dual approach: a bespoke Genre & Stimulus Based Curriculum We adapt planning from Just Imagine's 'Take One Book' and other high quality text as a stimulus to generate writing opportunities for some units and teach children how to write specific genres in a bespoke writing cycle designed to reinforce and improve on the learning. <i>Impact: children learn a range of writing styles while being encouraged to write creatively and independently.</i></p> | | |
| <p>Feedback</p> <p>Teachers make use of 'Shared Improvement Sessions' to model how children can edit and improve their writing. This often involves using a child's piece of work. Although live feedback during taught sessions is strongly emphasised, teachers provide more detailed written feedback for children's Big Writes than any other area of the curriculum (in line with our feedback and assessment policy). Key successes are identified and children are provided with 'next steps' for that piece - feedback to which they are expected to respond. Where possible, and sometimes, where needed, teachers use 1:1 conferencing to develop children's writing. <i>Impact: direct improvements can be seen as a result of written and verbal feedback.</i></p> | <p>Assessment</p> <p>Teachers provide a WDPs Stage each term for reading and writing. Teachers use WDPs writing frameworks to assess writing and come to end of term judgements. Teachers use a range of materials to support the assessment of reading (tests, benchmarking texts, phonics, 'End Points' on the curriculum hub etc). <i>Impact: accurate assessment supports targeted intervention.</i></p> | <p>Standards</p> <p>Writing is moderated in a local cluster of schools annually. Teachers are part of this process. Writing standards are also monitored internally (DHT). Reading Standards are monitored by the DHT (English Lead). The DHT is a lead moderator for the borough (KS1 writing). An AHT has experience of being a KS1 moderator. An AHT is an SLE for education in the early years. <i>Impact: Teachers' understanding and subject knowledge is developed through cluster moderation and feedback from internal moderation. The staff feel supported and confident in their judgements.</i></p> |