



At Churchstanton Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

Curriculum statement for the teaching and learning of English

Intent	<p>When our children leave Churchstanton Primary School we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally.</p> <p>We also aim for our children to apply all of these English skills to all areas of the curriculum.</p> <p>In, English, we have high expectations for ALL learners, regardless of their needs or starting point.</p>			
Underpinned	High Expectations	Modelling	Fluency	Vocabulary
	<p>All children are expected to succeed and make progress from their starting points.</p>	<p>Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.</p>	<p>Children apply English skills with ease throughout all of the curriculum.</p>	<p>Ambitious vocab is taught explicitly and is expected to be applied in everyday situations.</p>

Implementation	<p>The Writing Journey Throughout the writing journey, we teach children new and innovate vocabulary and use drama/role play to inspire their writing. Editing is a very important part of the journey and children are taught to draft and redraft their work before presenting their final pieces.</p> <p>Cross curricular vocabulary is included in Knowledge Organisers which help to develop a rich and deep understanding of tier 1, 2 and 3 vocabulary.</p>	<p>Reading Rainbow Teachers model how to teach reading skills at all levels, which are then practised and applied independently. The Reading Rainbow is used to track and reward all readers in KS2 and Guided Reading sessions introduce pupils to a wide range of genres linked to other areas of the curriculum to extend and enrich vocabulary and comprehension.</p>	<p>Class texts Every class has a high quality text that is selected from a list of recommended texts. This is via our Cornerstones platform, library service or CLPE. All of the English work is then planned and delivered through the context of this text.</p>
	<p>Phonics We teach phonics through the Unlocking Letters and Sounds phonics program. It is a systematic, fast paced approach to teaching phonics. The children read decodable books that match their phonics level.</p>	<p>SPAG Spelling is taught using the spelling shed programme. This sets out a clear pathway for progression throughout all year groups. SPaG is also taught as part of the English lesson and there is clear progression throughout the school. This is evaluated using SLN grids after each Hot-Task.</p>	<p>Reading for Pleasure Staff read to the children modelling the excitement and expression that story telling brings every day. We have reading corners and an extensive library of books for every interest. We encourage our children to visit the local library and share recommendations to others. We also have a reading club in Key Stage 2 where children are encouraged to borrow books to read in their own time.</p>

	<p>Cross Curricular Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects Wow visits inspire children to use first hand real life experiences acquired for example: (Anglo Saxons) battle field (1st Person).</p>	<p>Whole school events We celebrate National Poetry Day and World Book Day and organise termly story weeks. We also plan whole school competitions such as 'Been caught reading' and sponsored reads'. These bring the whole school together to concentrate on one theme.</p>	<p>Guided Read We use vipers to ensure a comprehensive and progressive implementation of reading skills. A rich variety of texts are used across KS2 discreetly and cross-curricular.</p> <p>KS1 begin this process using unlocking letters and sounds schemes and class reads once they are fluent readers as well as a variety of rich texts from a mixture of genres.</p>
	<p>SEND/Lowest 20% As with all learners, Rosenshine's principles are embedded to ensure high quality teaching and learning and progression. This includes: reviewing past learning, retrieval of key knowledge and learning in small steps. Where necessary, pupils in the lowest 20% of attainers, will receive target and structured intervention e.g. precision teaching (smart targets) These pupils will require an emphasis on small steps with an abundance of scaffold and modelling to enable them to achieve the expected objectives within the lesson. All four areas of need will be supported using reasonable adjustments.</p>		

Impact	<p>PUPIL VOICE Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.</p>	<p>EVIDENCE IN KNOWLEDGE Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing journeys.</p>	<p>EVIDENCE IN SKILLS Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.</p>	<p>OUTCOMES At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Pupils falling into the lowest 20% category make progress from their starting point and as with all pupils are proud of the progress they have made.</p>