



English Curriculum Policy

Curriculum Intent

The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories and poetry as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children develop procedural and semantic knowledge, providing a deeper, more sustainable understanding of the English curriculum content where children are able to make connections to other subjects and developing their cultural capital.

At Wigan St. Andrew's, we believe that all children are entitled to a broad and balanced English curriculum, which is delivered in a way which recognises the varied needs of our children and allows each individual to maximise their learning potential; preparing them for the application of English skills across the whole curriculum and life beyond primary education.

At Wigan St. Andrew's, we believe that learning is a change in long term memory. We believe children learn best by having opportunities to revisit previous learning. We teach English, including phonics, grammar, reading and grammar every day so that the children can fully immerse themselves and have opportunities to reflect and build on prior learning.

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening, which will equip them with the fundamental tools to achieve, throughout their learning journey at Wigan St. Andrew's and beyond. We will immerse pupils in the wonders of high-quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination.

We work closely with and are supported by our English Hub St. John Vianney to ensure that as a school we are fully informed of best practice and that our staff have high quality professional development.

It is our intention that children will develop an understanding about other cultures around the world; they will learn about different time periods and further develop **cultural capital** by learning about significant others through the varied and progressive texts that are used within the classroom.

"It matters not what someone is born, but what they grow to be."

Harry Potter - J.K Rowling

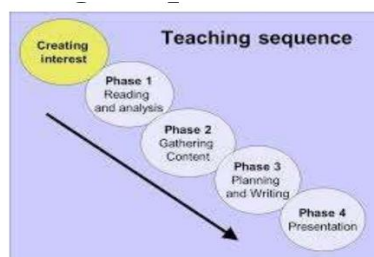
Curriculum Implementation

We use the Lancashire planning units from Y1 to Y6. These are balanced units of work with a clear outcome at the end of each unit to ensure progression of learning and coverage of the National Curriculum. Lessons are planned and delivered so that children are exposed to a range of genres and learn to write for a range of purposes and audiences.

Children will explore a variety of texts as they progress through school, developing and applying the skills they learn. Teachers use LAPS to ensure the planning and delivery of these skills is suitably sequential.

The Teaching Sequence

1. Creating interest/hook the pupils in
2. Reading and analysis
3. Gathering content
4. Planning and Writing
5. Presentation/intended outcome



Writing Implementation

At Wigan St. Andrew's, we are beginning to develop our use Talk for Writing in some classes, as a vehicle for teaching writing. (This will be used consistently across the whole school when budget constraints permit more teachers trained in this method). This approach is compatible with the all the Lancashire planning units.

Early writing is taught through early mark making, then when the children begin Sounds-Write phonics they are taught the letter formations in a cursive formation but without 'lead in' or 'entry' strokes. This begins with writing (whether with a writing tool or in the air) cvc words, moving onto short sentences using the sounds they have been taught. The children will also learn to remember and write stories using the Talk for Writing approach. They are encouraged to write independently in continuous provision.

One of the reasons we are beginning to adopt the Talk for Writing is because it has a focus on vocabulary and we are aware that the vocabulary deficit that most of our children have, needs to be addressed as a priority. In order to do this, to support the teaching of

new and adventurous vocabulary, all year groups have access to and make full use of books that are in Pie Corbett's Reading Spine and Poetry Spine reading lists. This ensures that all children are regularly read to in class and high quality texts are used.

Grammar and punctuation are taught through the model text, but also through discrete lessons. To ensure progression in grammar and punctuation skills, all teachers have been given a progression of grammar and punctuation document (LAPs-which link directly to the Lancashire planning units we use) on which they highlight the grammar and punctuation skills that have been taught. Any areas of weakness that are identified as a result of independent writing, are taught as part of the modelled text, or in the grammar starters. Again, teachers are expected to track back to previous years' objectives, if this is appropriate.

All teachers follow the expectations set by the **spelling** guidance within the New Curriculum Framework 2014 and use the Twinkl Scheme of Work to support this from Y2 to Y6. In Early Years Foundation Stage and KS1, spelling will be taught and monitored daily through discrete phonics lessons.

Writing across the curriculum is taught by showing the children what a good one looks like, before then identifying the features in the specific text type that is needed e.g. an information text about their learning in history. The children then use this knowledge as a scaffold to write about their learning, as they are familiar with the text type and style of writing needed for that genre.

Writing Impact

The Writing curriculum is evaluated through:

- Regular checks on the correct writing process being taught, along with the quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil voice discussions, work scrutinies and progress meetings

- Summative assessment is used and we conduct writing moderation internally and externally each term. The analysis of this used to identify areas of development and any children who are not making expected progress. We are part of an impact cluster of schools and meet once at term to moderate the writing of other schools and to have our writing moderated. Teachers attend the moderation meeting for their year group and all moderated work is put on a google drive. KS1 and KS2 outcomes have been moderated by external moderators - both in 2018.

Reading Implementation

Our classrooms are full of visual stimulus to help children begin to read and write.

In KS1 children listen to daily stories during story time. Children read independently at least three times per week. They read and re-read their decodable Dandelion Launcher or Dandelion Reader. Decodable readers are used when learning to read and only contain the phonetic code that the children have been exposed to. This means that the children are able to read most of the words by applying their phonics knowledge. This success in reading builds confidence and helps instil a love of reading. It also helps to consolidate the skills and sounds learnt from the Sounds-Write phonics sessions and supports the development of good reading strategies. This in turn helps to build reading fluency. Decodable readers will be given to the children throughout their time in EYFS, year 1 and for most of year 2 until the child has been exposed to most of the phonetic code. Those who have been assessed as still requiring decodable readers will continue to use them throughout the school in the Moon Dog, Magic Belt, That Dog! and Talisman 1 & 2 series of readers.

In KS2, reading remains at the heart of the curriculum. Sharing high quality texts with the children continues, sometimes in the form of shared reading sessions and other times as part of the daily story time. Shared reading sessions are led by the teacher using high quality texts which have been carefully selected using the theory from the book 'Reading Reconsidered' by Lemov, Driggs and Woolway and Pie

Corbett's Reading Spine. The prime purpose of these sessions is to continue to develop the children's love of reading as well as enhancing the children's vocabulary and developing comprehension skills.

Within the weekly timetable, there is also time allocated to teach discrete comprehension sessions where the children use age related extracts to develop comprehension skills. These specific skills and text types are carefully planned so that the children experience texts in different forms. For these Whole Class Reading sessions we use Rising Stars Cracking Comprehension throughout the school. Children are explicitly taught the reading skills (outlined in the National Curriculum and the KS1 and KS2 test domains) using VIPERS.

The books available to the children in each of the classrooms at Wigan St. Andrew's in KS2 have been selected by the class teachers. We believe that having texts that are familiar to the class teacher and other children, can significantly promote book talk and meaningful dialogue about authors, plot and characters inside and outside of the classroom setting.

In the wider curriculum, subject leaders are working to collate a selection of fiction and non-fiction texts. These texts are used within the teaching of certain National curriculum topics.

Throughout all subjects, the children have opportunity to read and use different books and extracts which further develop their word reading and comprehension skill set, whilst developing their subject knowledge in subjects such as history, geography, science, art and D.T.

We are also continuing to prioritise the acquisition of more books, novels and texts from a more diverse range of writers and books, novels and texts on a wider variety of topics and issues that will be more representative of modern British society and better reflect the reality of modern Britain.

Fostering Reading for Pleasure

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

At Wigan St. Andrew's, staff endeavour to foster a love of reading. All children are read to everyday from stories, novels, books or poems. The teachers choose from a bank of suggested literature to share with the children to help promote a love of reading. All classrooms have a reading space within the classroom and all classes have timetabled weekly access to our school library.

The SL ensures that a whole school Reading for Pleasure event is held at least every term and that Reading for Pleasure is a high priority.

Reading Impact

Children's reading is monitored by on-going teacher assessment and statutory testing. Summative NFER reading assessments are carried out termly to inform teacher assessments from Y1-Y6.

Y1 and Y2 (those who did not pass the phonics screening in Y1) are assessed in the phonics screening test and YR and KS1 use Sounds-Write assessments and Dandelion Launchers and Dandelion Readers Diagnostic Assessments to assess children's reading.

As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres, cultures and styles is enhanced.

Through the teaching of systematic phonics and reading enquiry, our children become fluent and confident readers who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.

As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.