



*Courage Compassion Respect*

## **English at Silchester Church of England Primary**

*English curriculum aims 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.*

*National Curriculum 2014*

### **Intent**

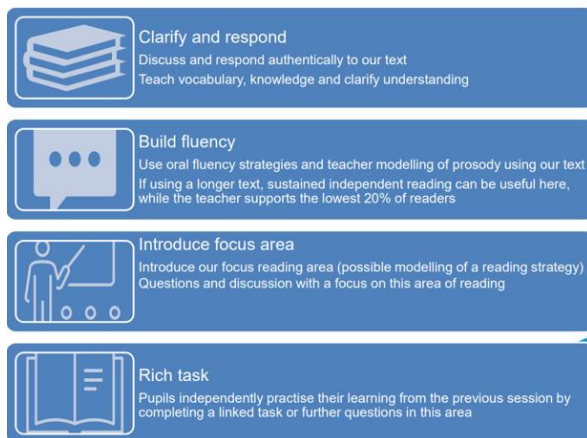
At Silchester we want all children to discover a love of reading and writing. At the heart of our challenging and engaging English curriculum are a range of carefully chosen, high quality, culturally diverse picture books and novels which inspire and help develop ambitious vocabulary. With texts at the heart of every lesson, children are immersed in stories, poems, non-fiction and other forms of texts. Our text led English Curriculum has been shaped by our vision to enable all children, regardless of background, ability or additional needs to thrive and become the very best version of themselves they can possibly be. We teach the National Curriculum supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. At Silchester children will be exposed to a bespoke, language rich, creative and progressive curriculum. Our English curriculum aims to enable children to become not only primary literate but develop a love of reading, a deeper understanding and appreciation of the world around them, and the ability to question others and develop their own informed points of view, as well as write with enthusiasm and passion.

### **Implementation**

#### **Reading**

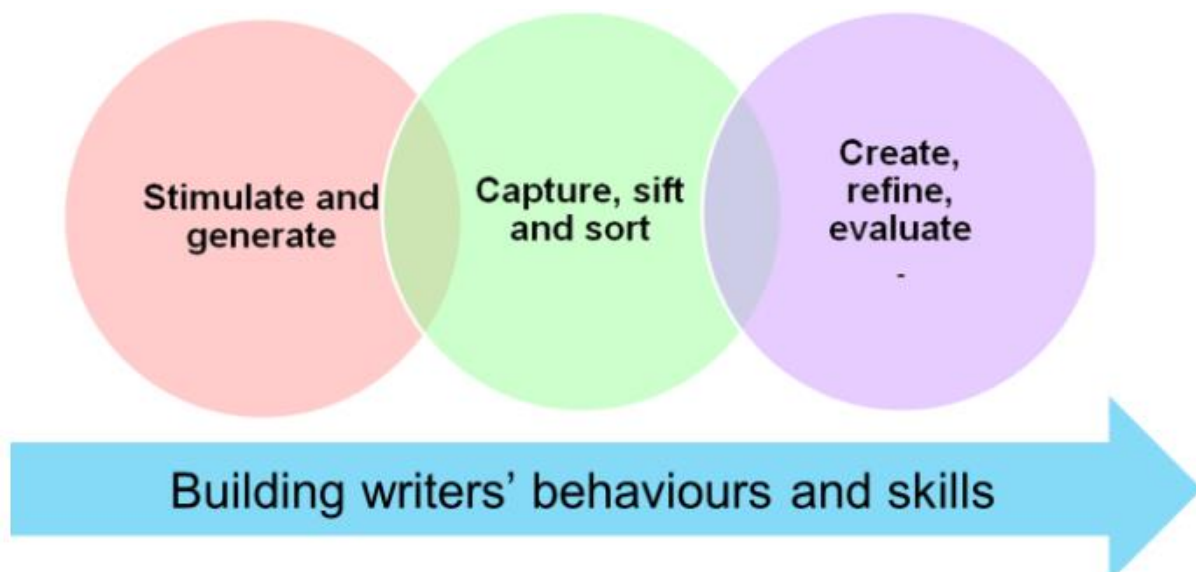
In EYFS and year 1 we teach phonics through the systematic synthetic phonics scheme, Read Write Inc. This provides children with the skills to speedily decode unfamiliar words and recognise familiar words on sight, whilst developing their comprehension skills. Alongside Read Write Inc, children are exposed to a wide range of fiction and non-fiction books, continuing to grow their love of books. Once children have completed the Read Write Inc scheme, they move to whole class guided reading. Guided reading is taught through a four-part model, ensuring the explicit instruction and practise of vocabulary and fluency, as well as comprehension skills. In every lesson children will have 'eyes on texts', and through the reading learning journey will have covered whole chapters and books, particularly in key stage 2. The books are a vehicle in which tier 2 vocabulary (key to scholarship and being secondary ready) is explicitly taught, either as a way of talking about the books or occurring in the books themselves. In addition to this, Friday's reading lessons are 'Book Club,' in which children recommend books and make links between books. Classes also have a class novel from which teachers model reading and a love of books. Children have weekly sessions in our well-resourced and inviting

library, as well as in their cosy classroom reading corner. Through these, the children have a well-balanced and rich reading diet and read for pleasure, which enables both a proficiency in reading as well as a love of reading.



## Writing

Our writing curriculum is based on high-quality texts which have been carefully chosen to engage and inspire our children. Ensuring our classrooms are language-rich environments builds our children's vocabulary and helps them to be authors. We have a whole-school approach to the teaching of writing. Children are taught to form, articulate and communicate their ideas, then organise them coherently for the intended reader. We use a 3-part learning journey model: Stimulate and Engage, which involves 'hooking' the children with a text (or sometimes a film, or piece of music); Capture, Sift and Sort, in which children delve deeper into the genre and explore language features; and Create, Refine and Evaluate where children produce their final, well-crafted piece of writing. At all stages in their learning journeys, children are encouraged to write in response to the text. It is apparent through their work, that children at Silchester see themselves as authors. We encourage and teach children to edit and improve their work themselves, and with others, and regularly share work with their class buddies. Spelling is taught using Spelling Shed scheme with a mixture of interactive, online and classroom resources. These provide practise both in school and at home. We teach our children that their writing books should be something to be proud of – showing steady progress and reflecting our learning behaviours.



## **Intended Impact**

- Children leave us with a broader cultural capital, a deeper understanding and appreciation of the world around them and the ability to question others and develop their own informed points of view.
- Children develop a love of reading and writing and appreciate how both of these skills can deepen their experiences of the world.
- The % of children working at ARE within each year group will be at least in line with national averages.
- The % of children working at Greater Depth within each year group will be at least in line with national averages.
- Pupil premium children will make good progress from their starting points and the gap between them and others is narrowed.

## **Aims**

Our aim is for every child to:

- 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; explain clearly their understanding and ideas.
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **Subject Organisation**

English is taught in daily lessons and cross curricular opportunities are given for children to use their literacy knowledge and skills in other subjects. English teaching includes modelled, shared and guided work, alongside independent practice that moves learning forward. Careful planning is given to developing children's spoken language throughout the English curriculum, with strong cross curricular links. Children are taught to talk about books, orally rehearse their ideas before sharing and writing and are given opportunities for discussion.

English provision contains the following areas:

### **1. Reading**

Reading is at the heart of our English curriculum. Our long-term plan contains a core set of high-quality texts for each year group through which all of our reading and writing objectives are taught.

#### **EYFS**

- Daily systematic synthetic phonic sessions through the use of 'Read, Write, Inc' – children are grouped according to which sounds they know and assessed every 6 weeks
- Each week's learning is underpinned by a high-quality text

- One-to-one small group work with an adult
- Reading is regularly modelled by an adult, with lots of book talk
- Books are paramount in our EYFS environment and continuous provision



## **KS1**

- Daily systematic synthetic phonic sessions through the use of 'Read, Write, Inc' – children are grouped according to which sounds they know and assessed every 6 weeks
- Read Write Inc phonics sessions are split into two main parts: learning phonics through flashcards and segmenting and blending, followed by reading their individual phonics story book.
- Children learning phonics have progress tracked against the Read Write Inc detailed assessments and progress tracker
- When children finish the phonics scheme, usually by the start of year 2, children have whole class guided reading sessions 4x per week. If there are any children who have not finished the phonics scheme, they continue to receive daily phonics sessions in the appropriate group.
- Whole class guided reading sessions taught are discretely taught using high quality texts and can be linked to the main English learning journey text driver
- Daily reading of a class novel
- Weekly library sessions
- Poetry week every half-term – children learn and perform a carefully chosen poem

## **KS2**

- 4x per week guided reading sessions which make part of the reading learning journey
- Weekly 'book club' session to recommend books
- Reading records are checked weekly to ensure children are reading at least 3x per week at home. Rewards are given when this happens.
- Daily reading of a class novel
- Weekly library sessions
- Poetry week every half-term - children learn and perform a carefully chosen poem

## **2. Writing**

### **EYFS**

- Letter formation is taught in daily phonics
- Opportunities for writing are child-initiated and regular, intricately tied into the topic and environment

### **KS1 & KS2**

- All objectives are taught through our set texts in daily English lessons (see long term curriculum overview and progression)
- Our detailed long-term plan for English (which is being developed) outlines key statements to be taught from the National Curriculum as well as the genres and text types to be covered.
- Learning objectives are adapted from our progression document. Learning journeys include which objectives are taught from the text, building on prior learning.
- New learning journeys are clearly marked with a 'front cover' highlighting purpose, audience and form.

### 3. Spelling

#### Year 2 Onwards

- Once children have learnt phonics, they move onto learning spellings through the Spelling Shed scheme.
- National Curriculum expectations are covered in the long term overview which provides weekly words for children to learn.
- All weekly words follow a spelling rule or are groups of irregular words from the National Curriculum
- 2 weeks every half-term provide opportunity to revisit newly taught words and rules
- 3x weekly spelling sessions
- Weekly spelling words sent home to practise
- Weekly spelling test on words set



### 4. Handwriting

#### EYFS & Year 1

- Using the Read Write Inc scheme, children are taught letter formation.
- Children have daily practise, following an adult model.

#### Year 2 Onwards

- Children are taught to achieve a clear legible style with correctly formed letters, develop flow and speed and to understand the relationship between swift handwriting and spelling. The children are taught to join the cursive script towards the end of Year 2 or earlier if appropriate.
- Handwriting is taught discretely 2x weekly.
- Children are encouraged to use neat handwriting in all of their writing and are expected to consistently write with care and control, appropriate to their handwriting ability and age.
- In KS2, children are awarded a pen licence and handwriting pen when they can consistently join in a legible, neat and clear style. Once awarded a pen licence they are expected to use a pen for all written work. Pen licences can be revoked if the standard of handwriting is not maintained.

### Supporting children who are working below age-related expectations to make good progress

#### Reading

- Children who are not making expected progress in phonics are given extra 1:1 short burst tuition 3x weekly during the afternoons.
- These children are also heard 1 to 1 reading 3x weekly on their reading book.
- Children in years 4, 5 and 6 who need to develop fluency, follow Fresh Start, 3x weekly intervention in the afternoons (in addition to guided reading lessons).
- All children working below age-related expectations have their reading knowledge and skills assessed half-termly to ensure provision targets gaps.



## **Writing**

- Where appropriate, children may have spellings adapted so that they are learning previously taught spellings from earlier in the curriculum.
- Expectations of the learning journey outcome is adapted so that key objectives meet the needs of the children, whilst maintaining the integrity of the learning journey and inclusive practice.
- Children will receive focused adult guided groups in writing and handwriting lessons at least 2x a week and weekly handwriting interventions (if appropriate).

## **Subject Developments at Silchester**

At Silchester we strive for continuous improvement. The next steps for our English curriculum and pedagogy are to further develop the precise and consistent teaching and learning of spelling, handwriting and punctuation, and to increase robustness and consistency in which misconceptions in these areas are addressed.

*Autumn 2024*