



Curriculum Intent at Manuden Primary School

Subject/Area:
English

Rationale:
We believe that literacy skills are the key to all learning. We therefore place great emphasis on ensuring our children are confident readers, by placing reading for understanding and pleasure at the heart of all we do. Alongside this, we aim to ensure that our children can express themselves confidently both verbally and in writing so that they are able to demonstrate their learning in all subjects with growing independence. We encourage the comprehension and use of a wide-ranging vocabulary as we believe that a deep understanding of language is vital for children to be successful throughout their education and beyond.

INTENT

Ambition:
Through our Experience Outcome approach, we aim for literacy skills to be taught in an engaging and exciting way, allowing children to make links in their learning and providing a clear purpose for their reading and writing. Wherever possible, cross curricular links are made, and children are given the opportunity to practise their speaking and listening, reading and writing skills in all subjects. Whole class guided reading texts link to Experience Outcome topics so that children can use their wider knowledge to enhance their comprehension of texts they read.

Reading	Writing (including SPaG)	Spoken Language
<p>All children will...</p> <ul style="list-style-type: none"> be able to confidently use phonics to decode for reading and segment for spelling (Little Wandle Revised Letters and Sounds); be able to read and understand a wide range of text types and genres, demonstrating fluency and comprehension; be able to demonstrate stamina in reading; enjoy reading for pleasure. 	<ul style="list-style-type: none"> be able to demonstrate stamina in writing; be able to spell high frequency and common exception words; be able to write a wide range of text types, demonstrating understanding of the language and structural features of each genre; be able to write texts that are interesting to the reader by using ambitious and adventurous language choices, demonstrating understanding of different word types and devices; be able to use their knowledge of SPaG to write texts that are accurate and easy to read and understand; be able to write using a neat and legible cursive handwriting style. 	<ul style="list-style-type: none"> be able to speak confidently, clearly and articulately in a range of contexts. read a range of texts aloud with fluency, intonation and expression; perform playscripts with confidence.
<p>We use Little Wandle Phonics to teach phonics from when children start with us in EYFS and into Year 1. Phonic awareness helps the development of reading by segmenting and blending sounds. From Year 2 onwards, we use whole class guided reading and OTTERS to support children in their development of reading, building from word recognition through developing children's understanding of vocabulary, comprehension, inference skills and a love of reading. Our books are banded, and parents are well-informed about their children's reading stage. Our pupils are encouraged to read for pleasure and children are heard read individually as regularly as possible. Parents are given clear expectations about reading at home.</p>	<p>We use Experience Outcomes and Big Questions to ensure lessons are engaging and purposeful. English lessons are appropriately planned to meet the needs of all pupils, including the use of scaffolding such as word mats, flipj and imagery, modelled, shared and guided writing, peer editing and discussion. Handwriting is taught at least weekly, and we use the Letterjoin scheme with children taught to write in the cursive style from when they are deemed ready in EYFS/KS1 through to Year 6. We use Babcock, Twinkl Planit and Espresso to teach SPaG. We currently use the Babcock No Nonsense spelling scheme to teach spelling but are trialling 'The Spelling Book' by Jane Considine in Year 4 with a view to introducing it across the school. Children carry out regular BIG WRITES in which they get to write different types of texts independently.</p>	<p>Children's spoken language is developed throughout the children's time at Manuden throughout all areas of the curriculum. Good listening and speaking is modelled by adults. Drama techniques such as 'hot seating' and 'response in role' are used to aid the development of speaking and listening, reading and writing skills, as well as to develop children's confidence. During Whole Class Guided Reading sessions children are encouraged to read aloud and perform texts to the class. Children also get the opportunity to enhance their speaking and listening skills in the KS1, LKS2 and UKS2 annual productions.</p>



Curriculum Implementation at Manuden Primary School

Subject Knowledge

Subject knowledge is maintained through regular training, research and discussions with colleagues at Triad/cluster meetings and through regular writing moderations.

IMPLEMENTATION OF English

Assessment

Reading

Children in EYFS and Year 1 are assessed using the Little Wandle half-termly assessments. In Year 2 and beyond, children are assessed on a termly basis using PIRA tests. These are then used alongside teacher assessment to ensure children are reading books at the correct level.

Teachers read with individual children on a regular basis to ensure they are reading books from the appropriate book band.

Writing

At the end of each writing unit, children undertake a BIG WRITE. These are assessed using the Twinkl Writing Criteria and/or the Interim Frameworks for Writing in Years 2 and 6.

The BIG WRITES are used to inform teacher assessments of writing levels.

SPaG

Termly GAPS tests are carried out to check progress and identify gaps which teachers then plan to address in lessons.

Phonics

In EYFS/KS1, children are assessed on a half-termly basis using Little Wandle assessments and their reading books are matched to this using the Little Wandle matching criteria. All children carry out the Phonics Screening Check at the end of Year 1.

Subject Leadership

The English leader stays up-to-date by attending Triad and cluster meetings to ensure that staff are made aware of developments in the subject. Moderation of writing takes place on a bi-annual basis.

Equitable Delivery

Through regular checking of reading diaries, children who are not reading regularly at home are identified. Those who are read with less frequently at home are targeted for support and extra reading sessions. Spelling and handwriting interventions take place for those who need them and QFT ensures all children can access English lessons at an appropriate level.

Little Wandle interventions are in place in EYFS, KS1 and KS2 to support children with their phonics, in particular the lowest 20%, who receive regular/daily 1:1 or group interventions.

Planning the progression model

We follow the National Curriculum for Spoken Language, Reading, Writing and SPaG. Curriculum maps and planning show a progression of skills as well as coverage of all genres and text types.

Breadth and Depth

All pupils are challenged at an appropriate level through our broad, balanced and cross-curricular planning. The English Leader ensures that there is a broad coverage of text types and high quality texts being used in English lessons and for Guided Reading.