

Curriculum statement for English



Working practices

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At Camblesforth Primary school we strive for children to be a Primary Literate Pupils who demonstrate the ability to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

Planning

Planning for English is based on the following sequence of learning, which takes place over a two week unit of work:

1. Formative assessment
2. Read and review
3. Talk for writing/ speaking and listening
4. Inspiring/preparing to write
5. Planning
6. Drafting/guided writing
7. Editing and improving
8. Publishing

Non-negotiables for planning

- All planning for English is completed on the appropriate school template
- Differentiated learning objectives for pupils, based on accurate assessment, are included on planning
- An overview of the objectives and teaching sequence for the week is put onto the school server at the beginning of the week
- Daily planning is informed by ongoing teacher assessment in order to meet the needs of pupils and facilitate progress, which is at least good, in every lesson

The following documents are used to inform planning:

- The progression statements for English
- Class 'APP' assessment sheets for reading, writing, and speaking and listening.

Phonics

The school implements the 'phonics first' approach to Early Reading. The document 'Letters and Sounds' is used as the basis of the phonic curriculum. All pupils in Early Years and Key Stage One participate in daily phonic lessons which are led by a teacher or teaching assistant.

Pupils who are working below their age related expectations in phonics receive additional support from a teacher or teaching assistants. This recorded on the school provision map and on the EAZ mag system.

Reading and Phonics

The prime approach to the teaching of reading in school is guided reading. All pupils participate in at least two guided reading sessions each week. At least one of these will be led by their class teacher.

All pupils in Key Stage One read to an adult on a one to one basis at least once a week.

Pupils who are vulnerable to underachievement, or who require additional support, are given appropriate intervention which is arranged in consultation with the SENco, English subject leader and the headteacher.

Guided reading sessions in Key Stage Two are timetabled as a 'cycle of activities' to include a written reading comprehension, and opportunities to prepare for, or extend, their guided reading. This approach is used to provide opportunities for pupils to read independently. Although staff are encouraged to provide opportunities for children to read as part of the learning process, the use of curriculum time for whole class reading is not permitted.

The following is an example of a guided reading/comprehension 'cycle'. However, this may be adapted to meet the needs of the class.

	Day 1	Day 2	Day 3	Day 4	Day 5
Gp 1	guided reading	Guided reading with	Comprehension	Guided reading with TA	Guided reading

	preparation task	teacher	activity based on text type		follow up task
Gp 2	Comprehension activity based on text type	guided reading preparation task	Guided reading with teacher	Comprehension activity based on text type	Guided reading with TA
Gp 3	Guided reading with TA	Comprehension activity based on text type	guided reading preparation task	Guided reading with teacher	Comprehension activity based on text type
Gp 4	Comprehension activity based on text type	Guided reading with TA	Comprehension activity based on text type	guided reading preparation task	Guided reading with teacher
Gp 5	Guided reading with teacher	Comprehension activity based on text type	Guided reading with TA	Comprehension activity based on text type	guided reading preparation task

Reading schemes

The school uses a combination of the Oxford Reading Tree, and the Book Banding system, as the basis of its reading scheme.

The Oxford Reading tree is used as a 'core' scheme in order to enable pupils to develop confidence and fluency through the repetition of a bank of key words and the availability of additional materials to consolidate learning as appropriate. The book banding system, provides opportunities for pupils to read a range of materials, including books of different genres.

Teachers are expected to use their ongoing assessment of pupil progress to ensure that pupils are reading books of at an appropriate level of challenge. For independent reading books, pupils should be reading at an accuracy rate of 90 – 95%. Once this is achieved, the pupil should be moved on to the next appropriate stage, or band, of books. For more able pupils, or during times of rapid progress, it is not necessary for pupils to read every stage of the scheme.

Whilst reading on book bands red to lime (up to level 3), pupils are given lists of words to learn at home. These match both the phonics stage and book band colours.

The Key Stage two book banding system is used to grade books from grey to dark red. These bands are based on a combination of reading level and age appropriateness. Teachers should ensure that pupils read books of different genres, and by a variety of authors. For more able pupils who have completed the dark red band, a set of 'challenging books' is available.

Library books

All pupils have the opportunity to select a library book each week. Each class has a timetabled library slot and, providing that the previous book is returned, children can exchange their books at this time.

Spelling

Pupils in early years and key stage one are taught to spell high frequency words and words containing certain letter patterns as part of their phonics curriculum.

The expectations of each year group is included in the English Curriculum document , in accordance with the requirements of the 2014 revised curriculum.

All pupils participate in combined spelling and handwriting sessions at least three times each week. In EYFS and KS1, this is closely linked to the teaching of phonics. Spelling sessions follow a sequence of learning across the school (See Appendix F) focusing on a combination of 'letter patterns' and high frequency words. The sessions are differentiated and informed by Friday spelling tests, ongoing teacher assessment and the quality of spellings within pupil books.

Spelling Homework

Pupils are given weekly spelling homework once they have achieved phase 2 in the phonic curriculum.

In Key stage one, this consists of between three and five high frequency words to practise writing at home using a 'look, say, cover, spell, check' template. In addition to this they will be asked to find words with the spelling pattern of the week and compile these on their homework sheet. These will also be collated on the working wall for English so that they can be referred to in phonics and literacy sessions.

In Key Stage Two, pupils individual spelling homework will be made up of the following:

- A list of words with a specific spelling pattern or 'rule' relating to the teaching focus of the week
- Two personal spellings

At the end of the week, pupils will undergo a spelling test in order to assess their progress and determine the next steps in learning.

Spelling within the writing process

When pupils are engaged in the writing process, they are encouraged to attempt spellings independently in order to prevent disruption to the flow of their writing. In order to develop this skill, pupils are given a 'have a go' spelling book (in KS2) and squares of paper (in EYFS/KS1) in which they can attempt a spelling prior to writing it in their work. White boards are not used for this purpose, as it is important that pupils are able to use the same pen or pencil to practise their spellings.

Pupils are subsequently encouraged to edit and correct their work, prior to the publishing process.

Dictionaries and key word lists are available in all classes for editing purposes.

Spelling support materials

In EYFS and KS1, pupils are given access to spelling mats and word lists relating to their phonic stage. Lower ability pupils in KS2 will also be given these materials, as appropriate.

Spelling charts are clearly displayed in KS2 classes.

Information to support spelling development is included in the classroom environment to support pupils.

Grammar and punctuation

The teaching of grammar and punctuation will be taught discretely in key stage two. This will usually consist of a daily session of approximately ten minutes at the beginning of each English lesson.

This will follow the teaching sequence identified within the New Curriculum document.

The correct terminology for grammatical features will be used by all staff throughout the school. The use of vague terminology, such as 'wow' words, is discouraged.

The punctuation pyramid is displayed on all classroom walls, and provided on 'table mats', in order to support pupils within the writing process, and to encourage the use of a range of punctuation.

English across the curriculum

Opportunities to apply pupils' developing literacy skills across the curriculum, and to create links between subjects, should be exploited by teachers.

Pupils' work in all areas of the curriculum should reflect the same standards, and expectations, as work within English lessons.

Teachers should apply the marking policy consistently to all areas of the curriculum.