

Kew Woods Primary School

English Statement



Intent Statement

Basic Curriculum Principles:

1. Learning is a change to long-term memory.
2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge.

At Kew Woods we instil a love of English through a rich and varied curriculum underpinned by the National Curriculum, to develop a wide range of life-long skills which will be transferred in all areas of children's lives and across our broad and balanced curriculum. Our curriculum is based on evidence from cognitive science, therefore teachers' planning carefully considers spaced repetition of learning and features frequent retrieval of previously learned content.

The key concepts taught in reading are **word reading** and **comprehension**. We teach children the key concepts they need to learn through a wide range of high quality texts, including texts linked with cultural capital which celebrate our rich literary heritage whilst also challenging children's views and enabling them to become informed and thoughtful members of our community who understand and believe in British values. We want children to be avid readers who read widely and fluently with a secure understanding of a range of texts. We want children to be able to express their views about texts confidently, and we want children to read widely for pleasure. In order to achieve this, we teach a repetition of the key concepts to ensure children can read at speed and respond appropriately and effectively to questions in a wide range of different texts.

In writing, the key concepts taught are **transcription (handwriting and spelling) and composition, including vocabulary, grammar and punctuation**. We want to enable children to become confident, imaginative writers who can write accurately and coherently for a range of purposes and audiences, and engage the reader. We want children to be able to apply a wide range of key skills and concepts to a variety of different genres. We want children to acquire a wide vocabulary and a solid understanding of grammatical elements and also learn and apply the spellings rules and patterns taught throughout the primary phase. At Kew Woods we promote high quality presentation in all areas of the curriculum and through handwriting children will develop their handwriting and presentational skills using a cursive style throughout the school (see handwriting statement). We want children to be reflective writers who edit and refine their work appropriately and independently throughout the writing process.

A key driver at Kew Woods is performing arts, which is developed not only in English lessons but across the curriculum and a love of reading. We intend for pupils to develop their spoken language and reading skills being able to express their views articulately and engage in a variety of different activities such as role play, debate, speeches and performances. We also intend for our children to be able to listen to the views and opinions of others and formulate appropriate and considerate responses.

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Implementation

We teach five English lessons per week. During English lessons teachers plan following a reading to writing process with the use of a quality text or a topic that children have learned about in another area of the curriculum. This allows children to be able to apply and transfer their knowledge across the curriculum. Teachers have access to the CLPE and the Power of Reading to support their planning and teaching of high quality literature to ensure children are immersed in texts. Throughout the writing process, children are taught the key features and grammatical elements which they are expected to apply in a range of different writing tasks. Teachers also interweave smaller, focussed pieces of writing to enable children to successfully build up towards the final piece, including the development of proofreading, editing and reviewing skills. The English Subject Leader ensures that these skills are repeated and revisited throughout the curriculum to enable children to master the basics and be able to retrieve skills and knowledge from their long term memory. Each half term, there are three assessment opportunities, two which are written in 'Showcase Books' and one in English books where children write independently in order to apply the skills they have been learning. Each class also has a Showcase Writing display which is changed regularly to celebrate high quality writing. Children in EYFS use a range of high quality texts and themes to inspire writing. They also use 'Busy Books' for additional pieces of writing. Children in Year 1 also follow the Read Write Inc Get Writing! program in order to master basic sentence structure in addition to their English lessons.

The English Subject Leader has carefully planned the curriculum to ensure children have many opportunities to write in different contexts, for different purposes and audiences. There are many genres of writing which share links with other areas of the curriculum, such as History, Geography and Science. Children are also given opportunities to write in response to educational trips and visits.

We use Letter-join to support and supplement our teaching of handwriting. We use this scheme to maintain a structure and clear order in which letters should be taught. Children are able to access this online resource on computers and iPads and teachers use the resources to supplement their teaching. Teachers have at least one dedicated session of handwriting each week and also provide additional opportunities at other points throughout the week, such as during basic skills. Refer to the handwriting statement for further details.

We use the Read Write Inc Spelling scheme from Year 2-6 to ensure high quality spelling lessons are taught and that children have been taught the spelling rules and patterns set out in the National Curriculum. In Key Stage 2 the scheme has been adapted to teach each rule or pattern on a bi-weekly basis to ensure the learning is repeated and embedded and also allows opportunities to incorporate spellings in different contexts. Spelling rules and patterns are also revisited and revised throughout the year. Children in EYFS and Year 1 are taught through systematic daily phonics teaching and Year 1 children are taught the additional spelling rules in English lessons.

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Reading is at the heart of the curriculum and is a key driver at Kew Woods. High quality texts are used to form the basis of English lessons and teachers choose equally high quality texts as class novels to promote reading for pleasure. Class novels are shared regularly throughout the week, if not daily. Teachers skilfully plan whole class reading sessions with specific questions which cover the reading domains and the National Curriculum. We have access to CLPE which allows us to access the Power of Reading and the Literacy Shed Plus. This provides teachers with substantial planning and activities linked to a wide range of texts which can be used in English and whole class reading sessions. Teachers choose a wide range of genres to plan word reading and comprehension carefully. Teachers also have access to The Teachers Collection to supplement and support their teaching using texts in other curriculum areas. Children in EYFS read individually with a teacher or teaching assistant and there are opportunities for children in all other year groups to read individually with an adult throughout the week.

We use RWI books as our main reading scheme for children in Key Stage 1 to ensure their reading material matches their phonic ability so that children are able to read independently. We also have a book band system throughout school. This is used to supplement and provide rich wider reading opportunities for children across the school. The RWI scheme follows a structured timetable for changing books, however children are able and encouraged to change banded books regularly. Every classroom has an engaging library area that children use daily and the main school library is a bright and engaging space for children to enjoy reading for pleasure.

We use an online scheme called Bedrock Vocabulary in Key Stage 2. This scheme is intended to develop children's tier 2 vocabulary and reading comprehension ability. Children access this independently once per week in school, but are encouraged to access the program at home. Their progress and vocabulary progression is closely tracked and monitored.

We work closely with Voice 2 to embed oracy into English lessons and the wider curriculum. Teachers plan opportunities for children to learn how to have meaningful and purposeful discussions in a range of contexts using a variety of Springboards for Talk to promote discussions. All teachers have developed 'discussion guidelines' with their class to be implemented and used during all discussions. Teachers have also implemented 'Talk Tactics' to invite pupils to investigate, clarify, challenge, build, probe and summarise.

In addition to the English curriculum, we aim to enrich pupils further by providing a wide range of experiences and opportunities to promote a love of reading, writing and performing arts. All children in school have the opportunity to perform in concerts and assemblies, teachers plan opportunities for drama to take place within lessons and Year 6 children perform a production annually. World Book Day is a major event in Kew Woods, with children and staff all dressing up as their favourite book character and enjoying a range of related activities throughout the day. We have invited authors, poets and illustrators to our school on several occasions to further inspire children and they often help to celebrate World Book Day with us. We also launch a Key Stage 2 writing competition each year with winners being presented with a trophy and their work put on a display. Parents in EYFS are

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encourage to 'stay and read' with their children. All children from Year 1-6 are invited to take part in the democratic process of school council elections. Children who wish to be nominated must write and deliver a speech. School Council offers children many opportunities to listen and discuss ideas with not only their peers, but other members of the local community too.

Impact

Short term progression and progress is monitored and assessed formatively in lessons through responses to questions and written and oral responses. Teachers plan opportunities to revisit and revise prior learning and the English Subject Leader has planned deliberate progress and repetition to enable learning to move into long term memory. Therefore, teachers compare children's work over time. Summative assessment takes place each half term in spelling, grammar and punctuation and reading. Weekly spelling tests take place linked to the phoneme, rule or pattern taught that week. Teachers assess and moderate collections of writing throughout the year and three writing assessments take place each half term.

Policy Implementation and Review

This policy was reviewed by SLT, shared with staff and approved by governors. It will be reviewed annually as per the policy review cycle.