

Kneesall C of E Primary School

Curriculum Subject Overview



Why do Children at Kneesall study English?

Being literate unlocks opportunities for living life in all its fullness and empowers pupils not just for self-development but to promote justice and dignity for all. At Kneesall C of E Primary School, we believe that English is an integral part of our Curriculum. Our English Curriculum is based upon the National Curriculum programme of study and careful consideration is given to the sequence of the Curriculum and ways in which the lessons build towards work which showcases pupils' acquired knowledge, skills and understanding. In English at Kneesall C of E Primary School, we intend to teach pupils to speak and write fluently so that they can communicate their ideas, and through their reading and listening, others can communicate effectively with them. Through reading, children develop culturally, emotionally, intellectually, socially and spiritually. High quality literature is also a key to promote cultural capital and enables children both to acquire knowledge and to build on what they already know. We pay careful attention to the cohorts in school and tailor our Curriculum to meet the needs and interests of all of our children, choosing texts to derive the English Curriculum upon which inspire and motivate children to learn; in turn, this establishes children's enjoyment in the subject. At Kneesall, we acknowledge that fluency in the English language is an essential foundation for success in all subjects. Spoken language, reading, writing and vocabulary are integral aspects of the teaching of every subject.

What are the aims for the English curriculum?

We aim for our English provision to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. English is an integral part of our Curriculum. Our English Curriculum is based upon the National Curriculum programmes of study and careful consideration is given to the sequence of the Curriculum and ways in which the lessons build towards work which showcases pupils' acquired knowledge, skills and understanding. At Kneesall C of E Primary, we intend to teach pupils to speak and write fluently so that they can communicate their ideas, and through their reading and listening, others can communicate effectively with them. Through reading, children develop culturally, emotionally, intellectually, socially and spiritually. High quality literature is also a key to promote cultural capital and enables children both to acquire knowledge and to build on what they already know. We pay careful attention to the cohorts in school and tailor our Curriculum to meet the needs and interests of all of our children, choosing texts to derive the English Curriculum upon which inspire and motivate children to learn; in turn, this establishes children's enjoyment in the subject.

We also aim to ensure that all children can:

- 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; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**What are the local area/community links/special English features in the area?
What opportunities are there to enhance cultural capital?**

Local school grounds, St Bartholomew's Church, local clergy, Minster Church, Forest school, Sherwood Forest, Perlethorpe Outdoor Education Centre, Laxton History Group, Wellow Heritage Group, Residential trips e.g. Kingswood.

What opportunities are there to develop a child's character and prepare for adulthood?

- Learn new ways of thinking- thinking in depth, connecting skills and ideas together
- Provides openings to other cultures
- Reasoning and respect- seeing others points of view
- Resilience- the ability to recover from difficulties and try again
- Imagination/creativity- forming new ideas

Meta-cognition - thinking about your own thinking and learning, and being aware of what you are doing. Being self-aware.

How are British Values taught through English?

Mutual Respect and Tolerance – Respect opinions and beliefs, faiths and differences of others. Understand that everyone gets treated as an individual because life is different for everyone.

Democracy – All children have opportunities to discuss and voice their opinions, whilst considering opinions of others, and make decisions. Oracy is a prominent part of the curriculum.

Individual Liberty – Expressing and exercising rights in an appropriate way, using appropriate vocabulary.

English Curriculum Rationale: Why study English this way?

What are the key English threads that link knowledge together?

Language and literacy are the building blocks, not just for academic success, but for fulfilling careers and rewarding lives. We acknowledge that fluency in the English language is an essential foundation for success in all subjects. Spoken language, reading, writing and vocabulary are integral aspects of the teaching of every subject. By delivering an aspirational English curriculum, it will enable the children to have the knowledge and skills to be able to read with fluency, accuracy and confidence and write effectively according to purpose and audience. They will develop a mastery of language to enable them to choose vocabulary, use and manipulate the conventions of grammar for effect and the ability to discuss these choices. Allow an understanding of the way in which reading and writing can be used as a vehicle of self-expression, cultural heritage and of their transformational power on a personal and societal level. Empower the personal motivation of a genuine love of reading and desire to use the oral and written word in developing a sense of identity and expression of values in an every-changing world.

Why has the specific content/domain knowledge been selected?

At Kneesall C of E Primary School, we deliver the aims and the requirements of the National Curriculum in England (2014) through the key learning areas of oracy, reading and writing. The National Curriculum for English is followed and supported by other resources. English is a vital means of communication in society. It is the foundation of all learning at Kneesall C of E Primary School. We aim to deliver a high-quality education in English, which teaches pupils to read and to communicate confidently, both through speaking and listening and through writing. Using these skills, our pupils are empowered to access the whole curriculum, build upon what they already know, learn independently and prepare for the world of work and other aspects of everyday life. We work particularly hard to develop a love of literature, as well as a vocabulary rich environment, to enable pupils to play a full and active part in their own development in spoken language, reading and writing so that they can reach their full potential.

Why is the content sequenced in the order that it is?

At Kneesall C of E Primary School, we believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals. We believe that a secure basis in English skills is crucial to a high-quality education across the curriculum. We whole-heartedly 'promote high standards of English 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)

The school carefully sequences knowledge, concepts and procedures to build knowledge and skills systematically over time. This is illustrated by way of a Curriculum Long Term Plan which sets out the objectives taught in each year group across the school alongside the novels/ literature to be taught. The school use a teaching sequence to support teachers to break down teaching into sequential lessons, and to provide teaching resources and activities.

What resources are used?

Literacy Shed+, Read Write Inc, Twinkl, Classroom Secrets, Fred's Teaching

English Curriculum Intent

At Kneesall C of E Primary School, our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts.

We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum.

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Full details of the Curriculum Intent, across a 2 year cycle, can be found in Appendix A (English Long Term Plan).

English Curriculum Implementation

- English is timetabled daily for all pupils to ensure coverage of the National Curriculum. Pupils are taught key knowledge and skills in clear progression as part of a 2-year cycle with a focus on the concepts of word reading and comprehension in reading; composition, punctuation, spelling, vocabulary and handwriting in writing.
- Pupils are equipped to understand the way that the many rules and conventions in reading and writing are both used and manipulated for effect.
- High-quality texts are used as class readers and as a stimulus for writing so that pupils not only learn the mechanics of reading and writing, but have a genuine love of books and understand the way in which reading and writing are vehicles of self-expression and can be transformational. Where possible, cross-curricular links are exploited, for example In writing scientific explanations or creating a topic based persuasive text or non-chronological report
- A variety of visual, auditory and kinesthetic approaches are used, including modelling and skills led activities to focus on rehearsal of knowledge.
- All pupils access a daily English lesson; Foundation Stage and Key Stage 1 supplement this with opportunities within Continuous Provision.
- A structured RWI phonics programme is followed; daily sessions in Foundation Stage and Key Stage 1, with reading books for these children closely aligned to phonetic ability.
- At individual and class level, pupils are exposed to quality texts which encourage reading for pleasure and give the opportunity to become immersed in a book.
- Pupils in Key Stages 1 and 2 access Whole class Guided Reading weekly sessions.
- Engaging reading areas and, at Key Stage 2, recommendations from peers, annual World Book Day events, parent workshops, library bus, Summer reading challenge, author workshops
- Working walls, vocabulary walls, Word of the week and readily available resources such as dictionaries/ thesauruses as well as personal spelling books in Key Stage 2 promote pupils' independence and developing vocabulary.
- The sequence of learning includes opportunities to work collaboratively; for debate and discussion in both reading and writing, including peer assessment and target setting.
- Formative and summative assessment enables careful planning of next steps, with consolidation opportunities built into the sequence of learning.
- Quality First Teaching will enable all pupils to make progress this is enhanced through appropriate CPD and training, along with subject monitoring and supportive subject leadership. Writing moderation takes place regularly with other local schools.
- Homework is used as an opportunity for extra rehearsal and consolidation of core learning.
- Children are given a learning objective and success criteria to support self-assessment of learning.
- Teachers actively mark children's work to support learning within the lesson to provide immediate feedback, support and challenge as needed.
- Children who need support to keep up are provided with additional time, pre-learning, overlearning and additional tasks tailored to their individual needs.
- Staff subject knowledge is developed through on-going training and development opportunities.

English Curriculum Impact

The impact is the knowledge the pupils remember in their long-term memory. Pupils will achieve good or accelerated progress based on prior starting points. We measure the impact of our English curriculum through a variety of Quality assurance methods. The impact of our English curriculum is clear: progress, sustained learning and transferrable skills. Pupils will be ready to progress to the next stage of their learning in English and will be excited by and engaged with Speaking, Reading and Writing, having a resilient attitude towards the editing process. They will display competency and flexibility to adapt their method of working and use prior knowledge to support learning.

Pupils will have made connections within and between subjects and understand the way in which reading and writing can be transformational at individual and societal level; having the skills to have begun this journey of self-expression and working towards a specific purpose. themselves. It is essential that, by the end of their primary education, all pupils are able to read and write fluently, and with confidence and in any subject. We hope that we fulfil our vision and prepare our children for the next stage of their lives to enable them to contribute positively to their Community.

English is monitored by the English Lead and Senior Leadership Team.

The focus for any monitoring activities is linked to the English strategic plan and school development plan. Evaluation of the impact of teaching and learning then informs priorities. Subject leader analysis establishes successes, targets and areas for development at individual, class and whole-school level.

Monitoring activities will include:

- Summative assessments delivered on a half termly basis.
- Statutory Assessment Tests (SATs) for Spelling, Punctuation and Grammar and Reading.
- Phonics Screening Check in Year 1.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Learning walks and observations to ensure quality first teaching
- Analysis of data and pupil progress meetings
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers
- Marking of written work in books.
- Formative assessments to monitor learning and provide ongoing feedback to staff and pupils.

Governors will work alongside the English lead to ensure planned outcomes are being delivered.