



## **English Curriculum**

### **Intent:**

Our vision for our school community is for everyone to flourish and shine brightly as the best version of themselves. We aim high in our expectations and do not let circumstances limit us as 'Whatever you do, work at it with all year heart' encapsulates the attitude that we have towards our English curriculum. This curriculum has been designed to allow children to be inspired, and inspiring, as readers, writers and speakers.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of the necessary knowledge and skills is of the utmost importance to everyone at Long Itchington and therefore the teaching of all aspects of English is given a high priority within school. Confidence in core language skills enables children to communicate effectively, creatively and imaginatively, preparing them for their future journey through education and beyond.

We aim to:

- Create a positive reading and writing culture in school, where both are promoted, enjoyed and considered a pleasure for all pupils
- Ensure that every child becomes a reader, a writer and a confident speaker by the time they leave Long Itchington Church of England Academy
- Develop a tailored English curriculum that is sequenced to develop the acquisition of knowledge and skills

### **As readers...**

We are determined that all children at Long Itchington will become fluent readers, regardless of their starting points. Early reading is at the forefront of everything we do and we use Little Wandle to provide a progressive program of synthetic phonics which will enable all children to learn to read successfully. Children will read books matched to taught sounds to enable them to progress through the program. Our rich reading curriculum is sequenced coherently throughout the school to provide exposure to a wide range of increasingly more challenging texts in a range of genres and by a variety of authors. Use of Collins Big Cat (which is directly linked to Little Wandle) ensures that pupils are reading books which are well-matched to their developing needs. Lessons, worship and story times will inspire a love of reading as well as equipping children with the ability to question texts to further extend their own understanding and the skills necessary to gain knowledge across the wider curriculum as independent learners.

### **As writers....**

We will build upon our love of reading as children are immersed in high-quality texts which engage and enthuse them to write for a range of purposes. Children at Long Itchington will sequentially study fiction and non-fiction genres, expanding their writing repertoire as they progress through school. They will be taught the writing process through analysis of high-quality models for writing, identifying author techniques and by acquiring rich, ever-expanding vocabulary. Grammar progression is sequenced carefully throughout each key stage, building on concepts previously studied and covering the full range of grammatical concepts covered in KS2. Planned writing opportunities will be in a varied range of genres and for real purposes and audiences. The children will plan, draft and edit their own writing, considering word, sentence and text-level features to build cohesive writing. Lessons will equip children with the ability to express their ideas whilst taking pride in their writing and will develop creativity whilst demonstrating technical proficiency.

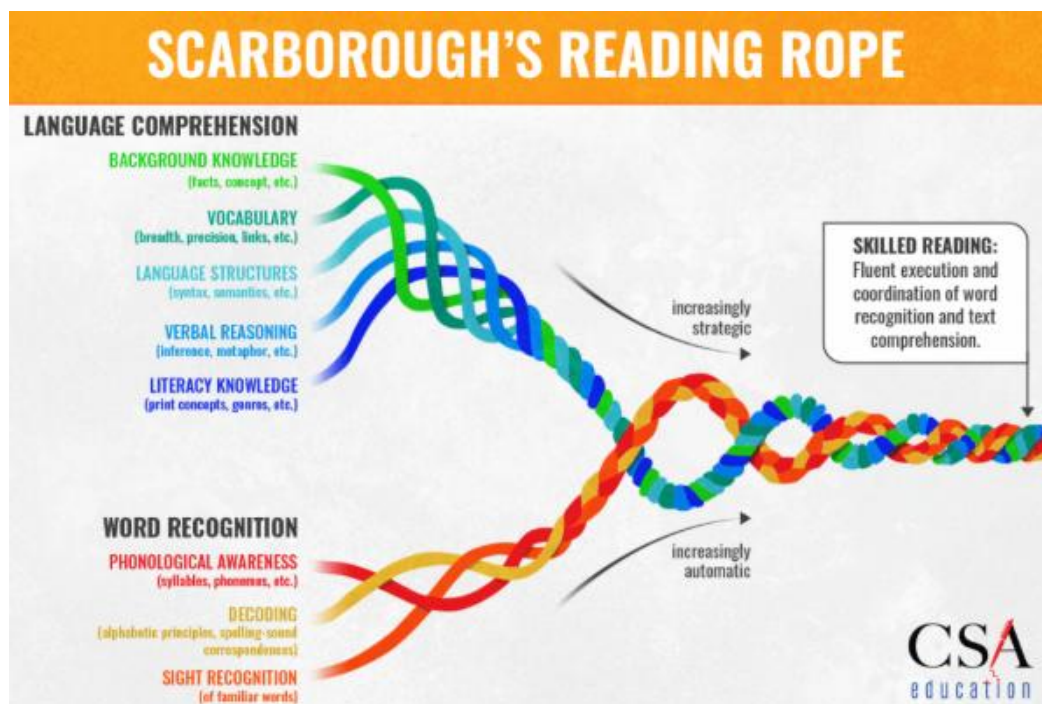
### **As speakers....**

Children at Long Itchington will develop their spoken language with the aim of being able to debate and to express well-balanced arguments about contemporary issues in society and the environment. Opportunities for talk are built into lessons in order to formulate ideas, structures for writing and to self-assess. As a result of this, pupils will become confident and conscious communicators who can self-regulate their understanding of the spoken word. Pupils will develop the skills needed to be successful and articulate in the next stage of their education.

### Implementation:

We place reading and a love of books at the heart of our English learning. The Key Texts document shows the focus texts which are studied in both Reading and Writing lessons. We are constantly reviewing quality texts which can be used as a vehicle for this teaching. Our writing lessons are based on Talk for Writing, immersing pupils in high-quality texts in order to inspire and engage them. These carefully considered units give rise to a broad range of writing opportunities. In some instances, reading and writing units align to give an even greater depth of understanding and to allow comparisons between texts in the same genre. In addition to these elements, children will experience daily story time sessions where teachers model and promote a love of reading. Pupils also have access to a range of books through the library, classroom reading corners, 'Own Books' to take home and Colling Big Cat staged reading books which align with the children's current reading ability.

We use the principles of Scarborough's reading rope to teach reading as we know that word recognition and language comprehension are both essential for children to become fluent readers.



Please see the 'Reading Routeway' document for further information on how we teach reading at Long Itchington CofE Academy.

Please see the '3 Week Writing Structure' document and the 'Writing Long-Term Plan' for more information about how we teach writing at Long Itchington CofE Academy.

## **How we monitor the provision and impact of the English curriculum**

### **Reading**

The following monitoring tools focus on decoding, comprehension, metacognition and self-regulation skills:

- Learning walks/pop ins - the teaching and learning is captured through the different stages of the reading lesson.
- Pupil voice – conversations with children in school about their learning and experiences of reading. This pupil voice also captures their interest in and experience of reading at home.
- Book scrutiny – the children bring their reading books as part of their pupil voice to discuss the reading structure, vocabulary focus and content domains.
- Pupil progress discussions – these capture the frequency of reading at home along with triangulation of information from recent assessments. Interventions are built around these results.
- Fluency assessments – completed with our lowest 20% of readers half-termly to track progress and allow for interventions to be built around these results.
- Staff voice – teaching staff give feedback to the English lead and Senior Leadership Team regarding which texts work well for their class, what improvements can be made and which children are in need of further reading support.

### **Writing**

- Learning walks/pop ins – the teaching and learning is captured through the focus on the use of clear learning outcomes, clear steps to success, modelling of a high quality, age- appropriate non-negotiables, focus on progression of skills throughout school.
- Pupil voice - children can discuss what they are doing well and what they are currently working on in the units studied. The children are able to talk about their progress using their books, identifying improvements in their work.
- Book scrutiny – progress is captured through evidence of clear presentation, a clear teaching sequence and evidence of progress being made in composition and/or transcription.
- Planning scrutiny – progress is clearly shown through the planned teaching sequence and this is then evidenced during learning walks and when monitoring children's books.
- Pupil progress discussions – these focus on children who are not making expected progress and books are scrutinized to highlight gaps in provision and learning. Interventions are built around these results.

### **Assessment**

Reading is assessed using a range of methods:

- Assessment for learning in lessons (decoding, prosody and comprehension)
- Termly summative assessments using Pixl assessments (Year 1-6)
- Half termly phonics assessments and phonics progress meetings
- Analysis of summative assessments to identify next steps and interventions that are needed
- Regular fluency assessments for the lowest 20% of children to capture progress in decoding
- Termly moderation sessions

Writing is assessed by:

- Termly teacher assessments using the Pier to Peer guidance. The results of these are logged on Insight to allow progress over time to be captured. These results are used to inform teaching and

planning going forwards. They also support intervention building.

- The Interim Teacher Assessment Frameworks for Y2 and Y6
- Assessment for Learning during lessons and when marking children's writing in all curriculum areas which then informs further planning and teaching.
- Moderation sessions with colleagues in the local area, the MAT and the LA.