



English Curriculum Offer

Intent

English Curriculum Offer Intent at Lawrence View Primary School our English Curriculum is designed to instil a love of reading through our focus on high quality texts that will immerse and inspire our children as both readers and writers. We believe that children need to be ‘readers’ before they can be ‘writers’, and this is reflected in how we structure our units of work in English. We follow the Literacy Curriculum programme that is used in Y2-Y6 to support children to delve into a text and stimulate them to write a range of genres in a purposeful way. We use ‘Drawing Club’ for Early Years and Year 1 to encourage children to mark make, progressing to writing sentences and stories when ready. This takes place using a quality text to encourage imagination and focusses on characters, setting and adventure time.

The planning and delivery of our English Curriculum is tailored and adapted to meet the needs of our pupils, whilst amalgamating our core values and the National Curriculum too.

At Lawrence View, we believe that children should not only ‘learn to read’, they should ‘read to learn’ too; this is why we embed reading and writing skills across our challenging, yet broad and balanced curriculum. We aspire for all children to have a love of reading and we work hard to promote ‘reading for pleasure’.

The progression and retention of our pupil’s knowledge and skills are also key components that sit at the heart of our English Curriculum design. We aim to simultaneously reinforce learnt skills and knowledge from previous units and across year groups, whilst also ensuring that every component of English is taught with a clear progression pathway from our Foundation children all the way up to our Year 6 children.

Implement

A love of reading is promoted at Lawrence View Primary School through our classroom environments, our interactive displays, our public areas, outdoor spaces and whole school celebrations of reading and books. We ensure that our children are given opportunities to share books together and recommend them to one other. We, as teachers, lead the way by sharing our own passion for books with our pupils. Each teacher is developing their own knowledge of children’s literature to have the expertise to be able to recommend books to individual children. All teachers read aloud to their class every day with high quality texts and encourage informal book talk.

Typically, children at Lawrence View Primary School will begin English units of work with many opportunities to enjoy, discuss and engage with our focus texts through the eyes of a ‘reader’. They will then be encouraged to shift their mind-sets to view the same text through the eyes of a ‘writer’; this is when they will deconstruct the text to identify successful grammatical tools, skills and techniques that they can incorporate into their own writing arsenal. Pupils will practice and rehearse the identified skills in isolation, before then applying them to craft their own high-quality writing. There is a strong focus on quality over quantity in our writing lessons, with children being encouraged to show mastery over their writing by explaining what they have included in their writing and why.

After editing and polishing our writing, children will utilise cross-curricular links to publish their work, ready to share with the world around them.

Our Foundation and Key Stage 1 children are focused on 'learning to read' with confidence and fluency. Using the detailed and systematic 'Little Wandle' programme they are taught grapheme-phoneme correspondence to develop their understanding of the links between sounds and letters. In Early Years, phonic activities are offered in the environment as part of continuous provision and are also delivered in adult-led groups. In Key Stage 1, the children build upon their prior knowledge and study phonics and spelling daily, applying their understanding within whole-class and guided group reading sessions. Children read from decodable books with the sounds they have learnt and know, while they are learning to read. We also encourage children to re-read books to build confidence and fluency. The children also have the opportunity to take part in 'guided reading' sessions to allow children to delve into good quality texts and develop comprehension and inference skills. Children are also given daily interventions if there are any phonics gaps.

In Key Stage 2, the children follow a 'bug club' reading comprehension programme which enables the children to read texts both as a 'real book' and online together as a class. With support from the teacher, the children develop their vocabulary, comprehension and inference skills with high quality resources to guide and enthuse the pupils.

We have a whole school spelling approach that follows an online 'spelling shed' programme. This ensures continuity and progression across each year group and gives the children opportunity to practice within the classroom and home environment.

Impact

We measure and assess the impact that our English Curriculum is having on our pupils by looking in children's books, conducting learning walks, talking to pupils, governor involvement, analysing planning and observing lessons. We ensure that additional support and intervention is implemented swiftly wherever necessary to ensure that all of our staff are equipped with the skills, resources and knowledge they need to reach our intent of excellence for all. We assess and track progress in English against the knowledge and skills progression framework, using comparative judgements and internal and external moderation to ensure consistency. Below is an outline of the impact we are looking for in our pupils in the curriculum area of English:

- Children are able to read at least at the expected age-related standard
- Children are confident, effective writers and editors of their own work
- Children can understand and use commonalities in texts they read to help them write
- Children can understand and apply a range of English devices
- Children develop a life-long love of reading and frequently read for pleasure
- Children are able to use grammatical terminology correctly
- Children are competent spellers and can apply spelling conventions
- Children are competent orators and can present with confidence
- Children are able to apply their literacy skills both now and in the future