



## CURRICULUM STATEMENT FOR ENGLISH

### AIMS

We aim to ensure that all pupils:

- Develop high standards of spoken and written language;
- Read easily, fluently and with good comprehension;
- Read widely and with enjoyment – for pleasure and research purposes;
- Acquire a wide vocabulary;
- Appreciate our countries rich and varied literary heritage;
- Write clearly, accurately and coherently – making adaptations to suit range of contexts, purposes and audiences;
- Use discussion and debate skills effectively and respectfully;
- Can competently speak aloud in front of an audience.

Our aims for English are all underpinned by our Christian Values: Service, Faith, Determination, Love, Honesty, Friendship, Thankfulness, Respect and Forgiveness.

**The English leader is Natalina Bailey.**

<p>Intent</p>	<p>At Lytham Church of England Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure that every child becomes primary literate and progresses in the areas of reading, writing, phonics, spelling and speaking and listening. English is embedded within all lessons and we strive for a high level of attainment through the use of high quality texts, immersing children in vocabulary-rich learning environments and ensuring curriculum expectations and the progression of skills are met. Children are exposed to a language heavy, creative and continuous curriculum – in all subjects - that will develop a love of reading, creative writing and purposeful speaking and listening, all the while using a rich and varied vocabulary. We believe that all pupils should be able to confidently communicate their knowledge, ideas and emotions through their writing. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying their knowledge of phonics, spelling patterns and rules they learn. We want our children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a fluent, legible, joined up</p>
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	handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop the independence to be able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.
Implementation	The English curriculum we use is The Literary Curriculum with the Spelling Seeds and Literary Leaves used for spelling and reading comprehension. This is used from Reception to Year 6. Nursery class focus on the EYFS Development Matters Framework with this being followed through to Reception leading towards the Early Learning Goals by the end of the Reception year. Phonics and Early Reading is taught through the DfE accredited scheme – “Little Wandle” from Reception to Y2 initially. The catch up sessions are also used for children in KS2 who have gaps/specific needs. The National Curriculum for English aims to ensure that all pupils are explicitly taught reading, spelling and writing so that all children have access to age-related skills and knowledge. Writing strategies are used throughout school, involving the use of text maps, scaffolding, writing toolkits and word banks. The writing process is modelled through carefully selected units of work and engaging crosscurricular themes. In EYFS and Key Stage One, phonics is taught using a synthetic and systematic approach encouraging all children to blend to read and segment to spell. Children are taught to be independent writers who can use their knowledge of phonics to help them read and spell words. Spellings are taught according to the rules and words contained in Appendix 1 of the national Curriculum. The knowledge and skills required for Grammar and Punctuation are taught through English lessons and through discrete SPaG lessons where it is felt that further consolidation/reinforcement is required. Handwriting is taught in printed form until pupils no longer require the “Little Wandle” scheme then they are taught pre-cursive and cursive throughout Key Stage 2.
Impact	All pupils will enjoy writing across a range of genres, make links and apply their skills to all curriculum areas. Pupils will enjoy reading a variety of genres and read for information, but also for pleasure. Children of all abilities will be able to succeed in English lessons because work will be appropriately scaffolded. Pupils will develop a wide vocabulary that they are able to use within their writing and will have a good knowledge of how to adapt their writing based on the context and audience. Pupils will leave school being able to effectively apply the spelling rules and patterns they have been taught.
Coverage and Progression	Clear progression has been mapped out for English in the National Curriculum. Key learning statements are used in EYFS in reading, writing and communication, language and literacy assessment and progression documents are used in each year group for handwriting from EYFS to Year 6. Assessment and progression documents are also used to ensure coverage in phonics from EYFS to Year 2. Year 1 upwards use Key Learning Indicators of Performance (KLIPs) to ensure progression and coverage in reading and writing. Learning

	<p>and progression steps are used from Year 1 upwards to aid progression, coverage and help to set targets. "Deeper Learning Challenges" are set daily for all pupils to ensure the children can master the skills and apply to all contexts.</p> <p>For those children requiring "Little Wandle", they have weekly and half termly assessments.</p>
Assessment	<p>Pupils' attainment in English is assessed continually through class teacher assessment, cold writing and hot writing pieces. Adaptations are made on a daily basis. Assessments track progress against age-related expectations; teachers use these to inform "next steps" in their planning for learning. EYFS children complete statutory baseline assessments as well as end of year assessments against the early learning goals. Pupils in Year 1 complete the Phonics Screening check each year alongside children in Year 2 who failed to pass the check when they were in Year One. Statutory data for pupils' achievement is reported at the end of Year 2 and the end of Year 6. For those children requiring "Little Wandle", they have weekly and half termly assessments.</p>