

The Curriculum Intent and Implementation for English

'Small Village, Big Horizons'

On the Road to Emmaus – Luke 24: 13 – 35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of everyone in our school.

The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, enriching and challenging.

Intent

The aim of our English curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences – the cultural capital.

The ambitions for our curriculum:

- **High aspirations permeate across the school**
- **The school offers a host of cultural experiences and enrichment opportunities**
- **Our pupils develop a love of life-long reading**
- **British Values are an intrinsic part of the school**

At the Emmaus Federation, we are dedicated to encouraging all children to be passionate about reading and writing. We are determined that all children will become highly competent readers and writers by the end of their primary education. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and the confidence to explore their imagination.

During their time at the Emmaus Federation, all children will be exposed to a high-quality education in English that will prepare them for later life. We teach our children to speak and write fluently so that they can communicate ideas and emotions and through their reading and listening, others can communicate with them.

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading is key as it enables pupils to acquire knowledge and to build upon what they already know. All skills of language are essential to participating fully as a member of society. This context enables pupils to understand the value of English to them now, and in their futures.

Small Village, Big Horizons

Examples of Curriculum Intent

High aspirations	<ul style="list-style-type: none"> • High standards of expectations across all areas of English learning. • High quality, challenging texts are chosen as a basis for all writing, including classic and modern. • Questioning throughout the lesson that extend knowledge and provokes thought. • Encourage children to embrace challenge, question themselves and enjoy working hard
Cultural experiences and Enrichment	<ul style="list-style-type: none"> • Author visits • Sponsored reads • Book Fairs • Author workshops and master classes on line • Themed days/weeks: World Book Day/Nursery Rhyme Week. • Panto/visiting plays • Use of visual literacy • Family read-along events
Life-long love of reading	<ul style="list-style-type: none"> • A range of non-fiction and fiction texts to be used across all areas of the curriculum • High quality texts are the basis of our writing • Staff read to the children daily, bringing books to life. • Reading carousels are used daily for Guided Reading with a range of learning activities and tasks • Accelerated reader – promotes challenge and interest in reading • Teachers are guided by children’s interests and choices of texts
British Values	<ul style="list-style-type: none"> • Range of texts from different cultures and beliefs through text-based writing, within our library and in free-choice reading areas • Resources provided for all abilities • Children given choices in what they choose to read • Year 6 Reading Ambassadors • Staff and pupil voice • Team and group work • Not afraid to make mistakes in class culture

Our English teaching uses an **enquiry process** to allow pupils to learn for themselves.

Within our English curriculum, we have identified the key knowledge that we will implement to allow our pupils to become successful communicators.

Knowledge in English

1. A knowledge of phonics.

In EYFS and Key Stage One, phonics is taught daily, following the Letters and Sounds programme, with children being taught at the phase appropriate to their individual development. We ensure phonics is taught from the

start with lessons beginning in Reception from their second week in school. Staff are well-trained and highly competent in the teaching of phonics.

2. A knowledge of common exception words

From when they begin phonics in Reception, our children are taught to read and spell the 'tricky words' as set out in the Letters and Sounds framework. In addition, from Year 1 onwards, the children are taught to read and spell the common exception words appropriate to their year group. These are taught as sight vocabulary in reading and spelling lessons and are applied across the curriculum.

3. A knowledge of comprehension

To support the children in developing their reading comprehension skills, the children are taught to recognise 'Pawsome Dogs' in Key Stage One and 'VIPERS' in Key Stage Two. The dog characters or the letters allow them to become more familiar with the different types of questions they may be asked.

4. A knowledge of spelling rules.

Once the children have a secure knowledge in phonics, spelling is taught weekly through Phase 6 in Key Stage One and through the 'Spelling Bee' programme in Key Stage Two. Spelling strategies are the focus of weekly spelling tests.

5. A knowledge of grammar and punctuation.

SPAG (Spelling, Punctuation and Grammar) is taught in Key Stage One and Two and incorporated into daily English lessons. These sessions teach the children key concepts and vocabulary which are then applied in reading and writing sessions.

6. A wide vocabulary knowledge

Vocabulary is developed across the school through the sharing of high-quality texts and reading to children and within our teaching there is lively discussion of vocabulary and meaning. We use the Nuffield Early Language Intervention programme to support children who come into school with less vocabulary than others.

7. A knowledge of cursive handwriting

We teach cursive handwriting daily in EYFS and Key Stage One and weekly in Key Stage Two and beautiful handwriting is modelled and expected in all areas of the curriculum.

Implementation

The English curriculum at the Emmaus Federation is broken down into knowledge building blocks which are built upon over time. As the children progress through the school, they gather more knowledge to help them reach their end point. Our aim is to ensure all our pupils become successful readers, writers, spellers and speakers, who can apply this knowledge to the wider curriculum.

We have identified the application of knowledge that we will implement to enable our pupils to become excellent communicators:

- **Reading**
- **Writing**
- **Grammar, Punctuation and Spelling**
- **Investigation**
- **Expression**
- **Interpretation**
- **Reflection**
- **Empathy;**
- **Analysis**

- **Synthesis**
- **Evaluation**

The application of knowledge to be a successful English scholar:

READING – in English this means:

- being able to decode and read easily, fluently and with good understanding. Reading is taught daily through phonics, Guided Reading carousels, a range of texts linked to other areas of the curriculum and through high quality texts in Text Based writing sessions.

WRITING – in English this includes:

- being able to apply their phonics/spelling knowledge to write a range of words.
- being able to apply their grammatical and punctuation knowledge to write effectively.
- being able to apply their understanding of the structure, audience and features of a text to write effectively.
- being able to apply their understanding of editing and improving to ensure that they produce high-quality writing,
- being able to apply their knowledge of cursive writing to ensure that work is neatly presented.

Grammar Punctuation and Spelling – in English this includes:

- being able to write legibly and fluently and with increasing speed.
- being able to spell words which are homophones
- use apostrophes correctly for contraction and possession.
- use the first 3 or 4 letters of a word to check the spelling or meaning in a dictionary.
- use a thesaurus for impact.
- understand some morphology (common letter pattern) and etymology (common meaning/ word root) to help with spelling.
- use National Curriculum common exception words
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms
- indicate grammatical and other features by understanding and using a range of punctuation

INVESTIGATION – in English this includes:

- reading high quality texts and asking questions about the text including about the structure, features and language.
- comparing texts on a similar theme or genre

EXPRESSION – in English this includes:

- the ability to recall, select and organise information.
- the ability to use key vocabulary to describe and explain different aspects of grammar, punctuation, spelling or genre.
- the ability to communicate their likes/dislikes in response to a high-quality text that they have read.

INTERPRETATION – in English this includes:

- the ability to draw meaning from what they have read in English lessons and during Guided Reading. Guided Reading is taught daily through a carousel timetable.
- the ability to suggest meanings and draw conclusions from what they have read including inferring or deducing information such as feelings of a character.

REFLECTION – in English this includes:

- the ability to critically analyse an experience and use it to interpret a text or use it in writing to record how it has impacted on you.
- the ability to explore and explain an event through personal experience and use it to shape an outcome.
- the ability to critically evaluate a book or a piece of writing.

EMPATHY – in English this includes:

- to connect with an audience and who you are writing for.
- The ability to understand the thoughts and feelings of a reader to forge a connection.

ANALYSIS – in English this includes:

- reading and discussing high quality texts and asking and answering questions that involve retrieval questions – what have I learnt? What do I know after reading this text?
- reading and discussing high quality texts including summarising events.

SYNTHESIS – in English this includes:

- being able to combine multiple sources and ideas together
- to be able to interpret different texts and create an analysis of literature from multiple sources
- to be able to use prior knowledge to interpret text or create new pieces of written work

EVALUATION – in English this includes:

- being able to discuss evaluate their learning and ideas
- being able to elaborate and explain clearly their understanding.
- making formal presentations, participation in debate/discussion.
- being able to listen to others' points of view.

Processes for Effective Learning in English

1. Reading High Quality Texts

This includes the sharing of a high-quality text as the basis for all our writing. These texts are topic linked where appropriate. Reading of the text includes the key reading skills of retrieval, inference, deduction, summarizing and prediction Reading of the text includes the skill of investigation. We use the text to explore features, structure, audience and purpose of a genre.

2. Planning

This involves understanding the features and key information needed to write a text. The children are taught different methods of planning a text type.

3. Grammar Punctuation and Spelling

Whilst Grammar, Punctuation and Spelling skills can be taught separately, we spend time exploring the specific features of genre types, aiming to ensure grammar and punctuation are taught at appropriate times, so that children see a good model of text and can use their newly acquired skills within their own writing. Knowing and securing the necessary Grammar, Punctuation and Spelling skills and rules will be of great value to developing the quality of the children's independent writing.

4. Writing a text

This involves applying their knowledge of the text type and using their planning to create a text.

5. Editing and Improving.

This involves the children being taught how to edit their writing and also how to improve it by making changes e.g. to word choice or sentence structure.

The Daily Implementation of English at the Emmaus Federation

- Across the school, from Reception to Year 6, all pupils take part in text-based writing: a well-planned text-led learning journey. Children are exposed to high-quality, challenging texts that inspire writing and further reading.
- Consistent teaching sequence: we adopt a 2-week genre writing cycle including investigation of the features of a text, planning, writing and editing. All English lessons start with a short SPAG task.
- Teachers read to their class daily and are confident to read stories aloud energetically and enthusiastically, bringing the story to life.
- Books are further explored through the wider curriculum in subjects such as RE, history and PSHE.
- Working walls in every classroom are focused on text-based writing. They include features of a text, planning, WAGOLLS and examples of editing. Each working wall will also have key vocabulary and SPAG displayed.
- Reading display: In each classroom we have a reading display linked to the book of the month. This will include information about the text, key questions for the children to answer, a copy of the book and examples of children's responses to what they have read.
- Phonics display: In each EYFS, KS1 and Y3 classroom there will be a phonics display. This will include key GPCs already taught in cursive, common exception words already taught in cursive and a working wall which is continually updated with new GPCs learnt, tricky words taught and investigations/challenges for the children.
- Genre/Text specific vocabulary: Identified through the working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Literacy. Areas of provision are enhanced to ensure vocabulary understanding and extension, and develop understanding of the world around them
- Every child is given the opportunity to read a book of their choice with a familiar adult at least once a week, with those children working in the bottom 20% read with daily.
- To encourage our children to read for pleasure, every child can choose their own Oxford Reading Tree books to take home that are closely linked to their abilities.
- In addition to this, children working in Phase 2-4 take home a Big Cat decodable 'phonics' book which links to the sounds learnt that week.
- Key Stage Two and high-ability Year Two children follow the Accelerated Reader scheme and choose books within their reading range from our well-stocked library of high-quality fiction and non-fiction books. Our library is audited regularly for diversity, range and quality and new books are introduced frequently. Our children love the challenge element of this reading scheme and enjoy discovering new books.
- Guided reading takes place daily and every class follows a planned carousel of activities. Fiction books, non-fiction books and other types of media, such as visual literacy, are used during guided reading sessions. Teachers use our selection of guided reading books, including our new stock of books that link to other subject areas, and Literacy Shed+ for group reading and follow up tasks.

- Parents are given reading guidance and clear expectations about reading at home. We communicate this through workshops and by providing resources to support and encourage reading at home. Phonics Hero is an exciting and engaging resource used in school and at home for pupils in Reception and Year 1. Phonics Bugs is an online e-books application where our parents and children have access to all of the phonics books online.
- When sharing books and within our teaching there is lively discussion of vocabulary and meaning. As our children master decoding, there is increased teaching of vocabulary and comprehension. Spelling, grammar, and punctuation is incorporated in all English lessons. The Nuffield Early Language Intervention programme is used to support children who come into school with less vocabulary than others.
- We teach cursive handwriting daily in EYFS and Key Stage One and weekly in Key Stage Two and beautiful handwriting is modelled and expected in all areas of the curriculum.
- Cultural Capital: English is promoted across the school through initiatives such as World Book Day, Nursery Rhyme Week, reading challenges, author visits and family read along events. Excellent progress in English is celebrated with books vouchers and awards.
- Teachers assess children's work in English using the STA assessment guidelines whilst always considering the age-related expectations for each year group. Summative assessments for each year group take place termly in reading and phonics through PM Benchmark, Testbase, previous SATs papers and the phonics screening check.
- Teacher assessment is used to assess writing and this is moderated across our federation.
- Every 6 weeks, children take an Accelerated Reader 'star test'. The test provides teachers with a wide variety of information, including each child's reading age and zone of proximal development. After each test, progress is measured and children are identified as working below, at or above.
- Children identified as working below from our assessments are given additional support through daily reading or reading three times a week. Phonics groups are fluid and children move within these groups depending on their needs. Children are given catch-up phonics support, if necessary, and work in smaller, more focused groups when needed.
- Formative assessment is used in every lesson through verbal or written feedback in relation to the specific learning objective and on-the-spot marking.
- If a child has met the success criteria from the learning objective, the area of success is highlighted in the children's work.

Impact

English develops pupils'...

- ability to write for purpose through text-based writing with varied and exciting writing opportunities;
- reading for pleasure by allowing pupils to be guided by their interests in books, giving them choices, offering a range of high-quality texts and providing enriching reading experiences;
- knowledge in other curriculum areas through texts in other subjects;
- vocabulary through the sharing of books and reading to children;
- ability to reflect on and evaluate their work;
- interest in the wider world around them;
- understanding of British values of respect and tolerance of others and a sense of cultural capital;

English encourages pupils to...

- see themselves as authors and poets;
- become life-long readers by reading regularly for pleasure;
- challenge themselves to become better readers and develop further skills;

- consider their own thoughts and opinions on texts they have read and develop their ability to discuss these with others;
- be an enthusiastic reader and writer who enjoys showcasing their developing literacy knowledge and skills.

English enhances pupils'...

- love of reading by teachers recognising the importance of reading to and with the children regularly;
- sense of identify through learning about how they can impact on the wider world;

English offers...

- opportunities for children's writing to be read aloud and listened to by an audience.
- opportunities to learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it;
- the skills to communicate their knowledge, understanding and emotions to others through the written and spoken word.