

**Curriculum Statement: English***'Writing comes from reading, and reading is the finest teacher of how to write' Annie Proulx**'Writing floats on a sea of talk' James Britton***The Courtwood Curriculum Intent and Offer**

<b>National Curriculum:</b> Pupils learn the knowledge and skills required of them to be academically successful, building on their individual starting points	<b>Inclusion:</b> Pupils value diversity and demonstrate tolerance, compassion and mutual respect to all members of the school and wider community, whilst developing the life-skills needed to unlock their potential	<b>RIPPLE:</b> Pupils will develop, practice and apply a range of behaviours which equip them to be successful learners now and, in the future.	<b>Nurture:</b> Pupils build their confidence, self-esteem and resilience, developing strategies which enable them to effectively safeguard their well-being	<b>Outdoor Learning:</b> Pupils understand and take responsibility for their influence in living healthy lifestyles, and supporting the planet to be sustainable, both now and in the future	<b>Responsibility:</b> Pupils have an awareness of their own impact on their future and how they can contribute positively to wider society	<b>Enrichment:</b> Pupils access experiences and opportunities which develop aspirations and broaden the horizons of life-long learning
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**Intent, Implementation and Impact in English**

<b>Intent</b> (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)	<b>Implementation</b> (What will this look like in the classroom?) <i>*school focus – retrieval &amp; vocabulary</i>	<b>Impact</b> (How will this be measured?)
<ul style="list-style-type: none"> <li>Children have a love of reading and are encouraged to develop positive reading habits, reading for both pleasure and information.</li> <li>Talk and oral rehearsal is used to as a tool to support and develop writing.</li> <li>Children are able to speak confidently in a variety of situations including discussions, debates and presentations and these are then used to support children's writing.</li> <li>Children acquire a wide vocabulary and have a good understanding of grammar</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms have inviting book corners which include a range of engaging fiction and non-fiction texts.</li> <li>The reading challenge is promoted in the classrooms and children are reading books to develop their foundational knowledge in the upcoming year's curriculum areas.</li> <li>Children meet half termly with their reading buddies from other classes to share and discuss their favourite books and stories.</li> <li>Teachers actively promote reading for pleasure and act as a 'reading role model'.</li> </ul>	<ul style="list-style-type: none"> <li>Children will be working at expected standard in reading and writing.</li> <li>An increasing percentage of children will achieve greater depth within English, becoming skilled writers and competent readers.</li> <li>Children's books will evidence progress, through their understanding of text features, the use of more sophisticated writing techniques, accurate use of ambitious vocabulary and the correct application of spelling patterns and grammatical features.</li> </ul>



<p>and linguistic conventions for reading, writing and spoken language.</p> <ul style="list-style-type: none"><li>• Children will revisit text types as part of a spiral curriculum approach, to ensure they can revisit and build on skills.</li><li>• Children can confidently communicate their knowledge, ideas and emotions through writing.</li><li>• Children can write clearly, accurately and coherently as authors, adapting their language and style to suit a range of contexts, purposes and audiences.</li><li>• Children develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process.</li><li>• Children understand how an author's heritage and experiences can influence their writing.</li><li>• Children use a wide range of appropriate and ambitious vocabulary, with precision</li><li>• Children have a basic understanding of our literary heritage.</li><li>• Books are used as a tool to support children in making links between their learning and to develop cultural capital that will remove barriers to achievement in school, future learning and in the world of work.</li><li>• Children create work of which they can be proud.</li><li>• Children have a solid understanding of grammar and can spell new words by effectively applying the spelling patterns</li></ul>	<ul style="list-style-type: none"><li>• Each class has a class text which is read to them daily by the class teacher. These texts are promoted on the classroom doors.</li><li>• English teaching has a 'book - centred' approach and when possible is linked to learning in the foundation subjects to immerse children in a topic.</li><li>• Books are used as a model for writing and whole class reading lessons are timetabled to take place before writing lessons to inform and support the writing process.</li><li>• The 'Backwards Planning' approach is used to sequence learning, progressively building to a clear written outcome.</li><li>• Vocabulary teaching is explicit and carefully planned for. In a sequence of learning lessons include opportunities for the teaching and learning of new vocabulary.</li><li>• Teachers introduce new words using contextualised examples and provide children with opportunities to rehearse and use new vocabulary.</li><li>• Classrooms have working walls and displays which include key vocabulary. These are regularly referred to by the children.</li><li>• Dictionaries and thesauruses are easily accessible, and children are encouraged to use them.</li><li>• Teachers model the use of ambitious vocabulary in their spoken language and modelled examples.</li><li>• Book organisers are created for each text and are shared with children.</li></ul>	<ul style="list-style-type: none"><li>• Children's books show a clear sequence of learning as children learn, practise and develop the skills and techniques they will then apply to their written outcomes.</li><li>• Children's written work will be celebrated and shared widely around the school on displays.</li><li>• Children will be aware of the work of a range of authors, using them as inspiration and models for their own writing.</li><li>• Pupil's will be keen readers, who speak enthusiastically about books and regularly choose to read for pleasure.</li><li>• Children will demonstrate an excellent understanding of the books they read, clearly and articulately expressing their views and opinions.</li><li>• Children's writing will evidence their knowledge within the foundation subjects. They will use subject specific vocabulary and their contextual understanding to enhance their writing.</li><li>• Children will be able to speak confidently in a range of situations, using appropriate vocabulary accurately and independently.</li><li>• Children will approach English lessons with confidence and enthusiasm and will speak positively about their learning.</li><li>• Children will use their understanding of text types and their knowledge of spelling patterns and grammatical features to help them evaluate their own and others'</li></ul>
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<p>and rules they learn throughout their time in primary school.</p> <ul style="list-style-type: none"><li>• The whole school reading challenge is designed to engage children with high quality texts and have been carefully chosen to help develop children's foundational knowledge.</li></ul>	<ul style="list-style-type: none"><li>• ERICs are used to support the teaching of vocabulary and to help children understand key themes and ideas.</li><li>• Lesson sequences include regular opportunities for oral rehearsal before writing. These opportunities may include play, debates, discussions, presenting and hot seating activities.</li><li>• Resources and writing prompts are easily accessible for children to use.</li><li>• Shared writing and live modelling are used effectively by teachers to support children in the writing process.</li><li>• Children are given regular opportunities to publish their work for displays and real-life purposes.</li><li>• The process of editing and improving work is promoted and modelled by teachers. All lesson sequences provide opportunities for children to edit and improve their writing.</li><li>• Teachers give regular feedback to children</li><li>• Teachers follow and teach the National Curriculum for English to ensure progress and progression across the year groups.</li><li>• Spelling patterns are taught discretely as well as being integrated with grammar into daily lessons.</li></ul>	<p>writing, recognising next steps for improvement.</p> <ul style="list-style-type: none"><li>• Children's books will clearly show the writing process and how children have responded to feedback to improve their outcomes.</li><li>• Children will leave Courtwood with a solid understanding of basic skills within English and are well prepared for the rigours of the secondary English curriculum.</li><li>• Parents will see their children's confidence in reading and writing increase.</li></ul>
<b>The National Curriculum for English</b>		
<p>We follow the National Curriculum Programmes of Study for English at Key Stage and Key Stage 2. These can be found here: <a href="https://www.gov.uk/government/publications/national-curriculum-in-england/english-programmes-of-study">National curriculum in England: English programmes of study - GOV.UK (www.gov.uk)</a></p>		