



English Curriculum

Our English curriculum follows The Write Stuff scheme. This provides detailed planning, a clear sequence and strong texts to support both teaching and learning. Our teachers supplement this with other resources and stimuli to ensure learning is concrete and progressive. We try as much as possible to give children's writing a real audience and to celebrate and share their work at every opportunity.

Intent

We understand that English is made up of many different strands, each playing a vital role in a child's development and success. Our planning ensures coverage of all the areas of English including poetry, non-fiction, film and drama, as well as phonics, reading, editing, handwriting and spelling. Books (both fiction and non-fiction) are at the heart of our English teaching and learning.

Implementation

Writing – A range of text types are taught over the academic year with cross-curricular opportunities identified where possible. Lessons focus on the skills of writing and pieces of text grow over the week/unit.

Reading – Whole class guided reading sessions are used to allow all children to access high level texts and vocabulary. Skills of inference, prediction, explanation, evidencing and retrieval are taught and modelled.

Oracy – Opportunities to speak and listen are planned, encouraged and promoted. Drama is used in each unit of work to help explore emotions, thoughts and feelings. Children are read to by their teacher each day.

Handwriting – The Spectrum programme is used in KS1 where handwriting is formally taught each week. The Pen Pals programme is used in KS2 where handwriting is modelled and supported.

Spelling – Using the EdShed scheme and resources, children are exposed to the statutory spellings lists patterns and rules.

Grammar & Punctuation – Grammar and punctuation are taught as part of the writing process, embedded in each writing session.

Impact

Children actively edit their work, understanding that pieces of work are ever evolving. Longer pieces of writing are marked against a tool kit and evidence recorded for moderation. The use of higher level vocabulary is a key focus with words celebrated and explored as part of the planning and writing process.