

English curriculum statement

English is taught in a way at Barrow Hall that promotes high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and by developing their love of literature through widespread reading for enjoyment.

We aim to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Our English curriculum reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Their spoken language underpins the development of their reading and writing. The quality and variety of language that our pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills and develop their capacity to explain their understanding of books and other reading, to prepare their ideas before they write.

Teaching and Learning

During English lessons the child are taught all aspects of English through a core text linked to the year group termly theme. A deeper knowledge of each text is learnt through enriching children's vocabulary, comprehension, spelling and phonics as well as reading and writing.

We do this through;

- reading a core class text and other genre linked to the year group theme which is the focus for English and Guided Reading lessons.
- discussing the use of vocabulary used by the author.
- answering and asking questions about events, characters, actions, themes etc

- making predictions about what might happen within a text and making inferences.
- Guided Reading sessions which use the roles within Reciprocal Reading – predictor, clarifier, summariser and questioner to deepen children’s comprehension. In KS2 children read their text as a class in mixed ability groups which include group discussions, summarising, clarifying language and questioning to gain a greater in depth understanding of the text. In KS1 Guided Reading starts with a class input on their core text and an activity based on the Reciprocal Reading roles is set for 4 groups. The teacher will hear a group of children read a book banded book based on the children’s level of reading or the class core text. In EYFS the children are introduced to their core text and carry out shared reading sessions in mixed ability groups with their teacher. Better Reading Partners hear identified children read each week and teachers and teaching assistants hear children who do not read at home regularly. In Guided Reading the teacher hears a group of children read a book banded book based on the children’s level of reading.
- the teacher hearing the children read their reading book before the Reading Book Band tracker is updated each half term. SEND children are heard read by their Better Reading Partner and by their Teacher/TA as appropriate for their needs
- displaying our core text and the work we have covered, on our English Working Wall eg key vocabulary – word of the week, phrases, authors, characters, thoughts and feelings etc.
- learning spelling patterns and common exception words identified for each year group, tracking our progress within a group or individually for identified children.
- learning phonics and tracking progress within EYFS and Year 1 through systematic teaching. At the end of EYFS completing a Phonics Screening Check and each half term within Year 1. We provide intervention as appropriate from EYFS to Year 1 and for children in Year 2 onwards who have not passed the phonics screening check.
- Cracking Comprehension from Year 1 to Year 6 during the weeks when the within the theme curriculum has more teaching.
- Reading Plus for identified children in Year 5 and 6.

Planning

English is a core subject in the National Curriculum 2014 and each year group plans reading and writing activities based on the half termly year group core text based upon the termly year group theme. All aspects of English are planned for through this text and other genre including poetry based upon the termly theme.

Cracking Comprehension sessions are planned for each year group from Years 1-6 and Phonics sessions using Letters and Sounds from EYFS. Read Write Inc sessions are planned as intervention sessions for children from Year 2 onwards who

have not passed the phonics screening check and are not applying Phonic knowledge to their writing.

Based on the NC programs of study and the core texts, teachers produce short term plan English plans and specific Guided Reading plans which define what we teach and bring the objectives to life. These plans are on display in all classrooms and monitored by the Subject Leader.

Assessment

Regular assessment is used to inform next steps in planning as well as to track and monitor pupil progress on a half termly basis based on our own 'On Track Indicators' (OTI's) for both reading and writing and pupils achievements are judged on a 9 point scale. As well as phonics tracking in EYFS and Year 1 and for identified children from year 2 onwards, Spelling tracking for groups or children in each year group and Pupil Premium children and other identified pupils. Further, children's independent, individual reading book banded books are monitored each half term. Teacher's use regular feedback and marking to share children's achievements and identify next steps for their learning.