



## English Curriculum Statement

### Intent:

We believe that the skills encompassed in English are vital for underpinning every area of the school curriculum. Emphasis is placed on the development of spoken and written English, together with the teaching of reading as well as fostering a 'love of reading' through implicitly linking quality texts across all curriculum areas. The school's aim is to encourage the development of a literate, articulate child, who is able to approach both spoken and written forms of communication confidently.

### Implementation:

#### Reading

Reading activities begin in the Early Years through sharing stories, poems and books of all types. In Reception, the children begin phonics and consequently build upon this knowledge continuously in each year group. Alongside this, children also learn to read key words to build up their sight vocabulary.

A wide variety of reading books from different schemes are used to support children as they develop their reading skills. We use 'The Literacy Shed Reading Vipers' approach to develop the children's key comprehension skills through the use of high-quality texts, images, picture books and films. Throughout the school, we provide the children with a variety of cross-curricular reading experiences which leads to confident readers, who are able to read for deeper meaning, discuss their opinions on a variety of different styles of text and develop a broad and rich vocabulary.

The school hosts an annual 'World Book Day', holds book fairs, has a lending 'Book Swap' and encourages visits from authors and illustrators. The whole school are actively encouraged to borrow books from our recently revamped library, which has a colourful and inviting 'Rainforest' theme.

#### Writing

Children are encouraged to mark make as soon as they start in our Reception class. This is encouraged in both the indoor and outdoor areas. In line with our phonics learning, our younger children are encouraged to 'have a go' and will begin to use their sounds with some support and some adult scribing.

In all classes, children have frequent opportunities to write for a variety of purposes and audiences; not just in English but also across the curriculum. We give opportunities for children to explore a wide range of texts including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. In addition to these, children are exposed to an increasing range of poetry, plays, non-fiction reference and text books.

As well as exposing children to high quality texts, we ensure that children are developing a rich and varied vocabulary by sending home word banks at the start of every topic, making use of magpie books to steal ambitious vocabulary, and celebrating 'words of the week' in every year group which children are encouraged to use in their own writing.

The children have opportunities to write individually, in pairs and in small groups, as the teacher/LSA models the writing skills and gives direct feedback. They learn the drafting process, spelling patterns and grammatical terms to use in their own writing.

Working walls within the classrooms are used to support, develop and celebrate the children's writing journey.

Spelling and grammar are carefully and systematically embedded across the school and we follow the National Curriculum grammar progression and Rising Stars spelling progression. Regular opportunities for extended composition build the children's stamina for writing and our 'Write Whatever' free writing sessions aim to promote enthusiastic writers who can enjoy the experimental aspect of writing. We teach self and peer editing to improve their writing and targeted feedback allows the children to learn from their errors as they correct and improve each piece of writing. We expect the children to take pride in their presentation and consistent handwriting skills are encouraged, practised and valued throughout the school.

### **Speaking and Listening**

Children learn through speaking and listening and by encountering a range of situations, activities and audiences, which are designed to develop confidence and competence. These skills are vital in all learning and social situations. We promote these by encouraging the children to listen actively and to speak confidently and clearly. Speaking in public is important and children have the opportunity to take part in: drama, circle time, class assemblies, debates, PowerPoint presentations, orally sharing their learning experiences and participating in school/key stage productions.

### **Impact:**

Children leave Wyke

- with a love of reading and writing
- with an appreciation of our rich and varied literary heritage
- able to read easily, fluently and with a deep understanding
- with the desire to read widely and often, for both pleasure and information
- with a wide vocabulary, an understanding of grammar and knowledge of the linguistic conventions for reading, writing and spoken language
- able to articulate their thoughts, ideas and imagination orally and through the written word
- as creative writers, able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- able to use discussion effectively so they can clearly communicate their understanding and ideas
- competent in the art of speaking and listening, making formal presentations and participating in debates with skill.