

# English Curriculum Statement



## Intent

At Yealmpton Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We provide our children with rich and varied learning opportunities inspired by first hand experiences and quality texts that motivate and inspire children to learn. We promote a culture where children take pride in their writing and develop a life-long love of reading. Our curriculum develops children's confidence in the art of speaking and listening and we use debate and discussion to develop and deepen their learning and acquisition of new vocabulary. We believe that a thorough grasp of the reading, comprehension, spelling, punctuation and grammar skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society. The curriculum at YPS is designed to provide a broad and balanced education that meets the needs of all children. Our English aims are set out in the 2014 National Curriculum as:

- 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;
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## Implementation

We have a rigorous and well organised English curriculum with a clear progression of skills that provides many purposeful opportunities for reading, writing and discussion. English is embedded across the curriculum and there are many planned events throughout the year including Poetry Day, World Book Day, Author visits, Library assemblies and initiatives and performance poetry at the local church. In our daily English lessons we use a wide variety of quality texts, resources and real life contexts to inspire our children. The fiction, non-fiction and poetry texts we choose have a rich vocabulary and model the grammar skills children are learning in the sequence. This inspires our children to incorporate language from these texts in their own writing. Children know their writing targets and use these to evaluate the effectiveness of their writing. The children use 'purple pen' time to edit and improve their learning. Feedback from teachers is purposeful and supports children in developing a deeper understanding or addresses misconceptions. Live marking provides immediate feedback to children. Teacher's set personalised targets for children to work towards achieving through a sequence and targets are viewed and new targets are set at the end of an English sequence. Children's writing is moderated by teachers and success and next steps are identified and shared with children. Phonics teaching underpins early reading and writing from reception. Our phonetically decodeable books are used in guided reading sessions with the class teacher and they also go home to consolidate the learning in school. Children have one guided reading lesson that focuses on a key reading skill and children in key stage 2 have a whole class reading session to apply a range of reading skills. Children take home Accelerated Reader books closely matched to their reading ability and they complete quizzes to demonstrate their understanding of books they read. We work in partnership with parents to support reading at home through the use of a home school link book, reading raffles and parents information workshops.

## Impact

The impact on our children is good progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar.

At Yealmpton children in KS2 perform above the national average in writing and in line with national data in reading. Children perform well above the national averages for working at greater depth in English.

Children in KS1 perform above the national average in reading and writing.

