

English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. Department of Education, National Curriculum

Intent

At Two Moors Primary School we provide a curriculum that is fully inclusive for every child and which will prepare the pupils for the next phase of their education. We have developed a quality Literacy (English) curriculum that will nurture and develop children's love of reading, writing and discussion and inspire an appreciation of our rich and varied literary heritage. The curriculum will initiate a habit of reading widely and often, alongside fostering a nurturing culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of cross curricular contexts. We aim to inspire children to be confident, articulate speakers and engaged listeners, who can use discussion to communicate and further their learning through new and prior contexts. Children develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum and will give our children the essential tools they need to participate fully as a member of society. Our curriculum closely follows the aims of the National Curriculum for English 2014 and the statutory framework for the Early Years Foundation Stage.

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful and engaging opportunities for reading, writing and discussion. We use the CLPE Power of Reading core texts which puts quality children's literature at the heart of our reading and writing curriculum. These provide cross curricular links with concurrent topic work pre-woven into the programme of study.

The national curriculum for English aims 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.
- become competent in the art of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

In addition to daily literacy lessons, children excel in early reading through the use of the RWI programme from Reception to Year 2 and intervention programmes in KS2 and continue to develop a range of reading skills, as well as a love of reading through the Accelerated Reading programme and the extensive reading for pleasure section in our library. We use a wide variety of quality texts and resources to motivate and inspire our children and ensure our school library book stock is

regularly updated with new titles added throughout each year. We use the RWI spelling programme from Year 2 to Year 6.

Throughout our Early Years curriculum, we have a strong focus on a language-rich environment ensuring that the development of spoken language and quality conversations are at the forefront of our curriculum. Through conversation, questioning and modelling practitioners ensure they build on and develop the children's vocabulary and language structure by providing opportunities for the children to use new language in a range of contexts and dialogues. Reading is at the heart of our curriculum and developing a love of books and reading is nurtured from the very start. Adults use a range of quality books specifically chosen to develop the children's oracy, vocabulary and comprehension encouraging them to engage with stories, non-fiction, rhymes and poems. We use the RWI systematic synthetic phonics programme with daily sessions and children begin to take home fully decodable phonics reading books that is suited to their individual needs.

We also provide a wealth of enrichment opportunities, from hosting theatre productions, celebrating World Book day, book fairs, reading incentives linked to the local and wider community, running poetry and creative writing competitions and phonics workshops held in our library. This ensures that children benefit from access to positive role models from the local and wider locality.

Implementation

Teachers adapt the CLPE Power of Reading as appropriate to their classes to ensure that cross curricular links with concurrent topic work are woven into the programme of study. Teachers build on prior learning through meaningful opportunities to write for real purposes and audiences. Assessment is ongoing through every lesson to ensure targeted support and enable appropriate challenge for all children. Pupils are given prompt feedback and opportunities to edit and improve their writing and record their work in their writing books. At the end of a unit children write an independent piece of work for their Chance to Shine (CTS) files.

We use VIPERS (Vocabulary, Inference, Prediction, Explain, Retrieval, Summary) founded from the National Curriculum learning for assessment strands for the reading curriculum. The assessment strands cover the knowledge and skills taught every day, in lessons from years 2 to 6. This provides teachers with a clear platform for progression and assessment. It is a whole-class inclusive model using rich and appropriate texts (CLPE, Literacy Shed, Devon Library Service) that inspire and evoke curiosity across a wide body of relevant and challenging subject matter so that children are stretched and immersed in further reading and comprehension opportunities across the school.

Impact

We have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading (AR range) and writing (CTS), and love to discuss and share their ideas. Children are supported and challenged to help them meet age-related expectations each year. We monitor the impact of our literacy teaching through:

- Using pupil voice to discuss individual learning.
- Monitoring pupils' writing books and Chance to Shine files for quality of work, progression of skills and depth of knowledge and understanding. In EYFS Tapestry is used to collect evidence.
- Moderating assessments for attainment and progress across year groups and the key stages.
- Visits to phonics, spelling, reading and writing lessons.
- Monitoring the knowledge and understanding the children retain over time and the number of children who are successfully meeting the end of year expectations.