Logo

Description automatically generated

At Lockwood Primary School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

Curriculum statement for the teaching and learning of English

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| INTENT | When our children leave Lockwood we aspire for them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of quality texts, genres and authors in order for them to make connections in their learning and formulate informed opinions. We want our children to write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair and author’s voice. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words, gaining meaning and knowledge and to then use them when speaking both informally and formally across the curriculum. In English, we have high expectations for ALL learners.  Our Vision:  ***Our text-based English curriculum promotes language development which enables pupils to communicate effectively and to appreciate the richness, magic and power of the written and spoken word. It enables children to see language as a source of pleasure and enjoyment and use it to develop powers of imagination, creativity, self-expression and inventiveness.*** | | | |
| Underpinned By | High Expectations | Modelling | Fluency | Vocabulary |
| **All** children are expected to succeed and make progress from their starting points. | Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations. | Children apply English skills with ease throughout all of the curriculum. | Ambitious vocabulary is taught explicitly and is modelled and applied in everyday situations. |

|  |  |  |  |
| --- | --- | --- | --- |
| Implementationon | **The Writing Journey**  Our Literary curriculum ensures that children learn to read as a writer and write as a reader. Through short, extended and long writes, children are able to develop knowledge and skills in writing for a range of audiences and purposes across a broad choice of genres and form. Related SPaG is taught within the writing sequence, giving meaning and context to concepts, knowledge and skills. Throughout the writing journey, we teach children rich and ambitious vocabulary and use drama/role play to inspire their writing. Editing is a very important part of the journey and children are taught to draft and redraft their  work before presenting their final pieces. | | **Class texts**  Every class has a high quality text which provides a rich stimulus for Speaking and listening, Reading and writing. All of the English work is then planned and delivered through the context of this text. |
| **Reading VIPERS & Whole Class Shared Reading**  Whole class shared reading of quality texts where teachers model how to teach reading domains, which are then practiced and applied in partner talk tasks, individual reflection, vocabulary development and independent response |
| **Phonics**  We teach phonics through the Read, Write, Inc Ruth Miskin phonics program. It is a systematic, rigorous approach to teaching phonics. The children read decodable books that match their  phonics level. | **SPAG**  GPS is taught using our bespoke curriculum (purple file) and through Vocabulary Ninja. This sets out a clear pathway for progression throughout all year groups. SPaG is taught as part of the English lesson and there is clear progression throughout  the school. Further consolidation for areas of need are met through discreet teaching and elements of SPaG. | **Handwriting:**  We use Letter Join scheme to ensure children form letters with the correct orientation. |
| **English Ambassadors**  Our English Ambassadors are at the forefront of school improvement. We meet twice a term with our agenda being to continue to improve creative opportunities and to share our love of English. | **Reading Stars- Home Reading Reward**  We reward regular Home Reading through our Reading Stars scheme where children collect reading stars which can be exchanged for a reward. |
| **Cross Curricular**  Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects. | **Whole school events**  We celebrate National Poetry Day and World Book Day and organise termly celebration events, such as our Poetry Slam. We also plan whole school competitions such as ‘Been caught reading’ and  Story telling week. These bring the whole school together to concentrate on one theme.  We have a termly ‘Lockwood Laureate’ which celebrates our budding authors achievements. | **Reading for Pleasure**  Once a day the whole school ‘drops everything and reads’ (DEAR time). This is when the staff read to the children modelling the excitement and expression that story telling brings.  Each class has a bag for books which can be taken outside for the children to enjoy during breaktimes.  Class story time is timetabled and is a valuable time for children to enjoy being read to or to read along with class reader texts. |
| **Oracy**  We are strengthening our Oracy curriculum to ensure that children develop the knowledge and skills in speaking and listening confidently in a range of contexts. |
| **SEND/Lowest 20%**  As with all learners, Rosenshine’s principles are embedded to ensure high quality teaching and learning and progression.  This includes: reviewing past learning, retrieval of key knowledge and learning in small steps.  Where necessary, pupils in the lowest 20% of attainers, will receive target and structured intervention e.g. precision teaching, pre-teaching, 1:1, small group support.  These pupils will require an emphasis on small steps with an abundance of scaffolding and modelling to enable them to achieve the expected objectives within the lesson.  All four areas of need will be supported using reasonable adjustments.  **Intervention:**  **Small group and 1:1 support is provided for children identified through regular assessments with specific targets to move learning on.**  **BRP, RWINc 1:1, FRESHSTART, Reading Buddies, NELI; BLAST, Lexia and Read Together for targeted pupils.** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Impact | **PUPIL VOICE**  Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations. | **EVIDENCE IN KNOWLEDGE**  Pupils can make links between texts and the different themes and genres within them.  They can recognise similarities and differences. Children understand the reading and writing journeys. | **EVIDENCE IN SKILLS**  Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.  . | **OUTCOMES**  At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Pupils falling into the lowest 20% category, we aim to narrow the gap through targeted support so that children make better than expected progress towards meeting ARE- ‘Keep up not catch up’. |