



Our English Curriculum



Our English Intent

At Brighstone CE Primary School, we aim to ensure that speaking, reading and writing are given a high priority within a positive reading and writing culture in school. We strive to plan opportunities to enable the children to become enthusiastic, independent and fluent speakers, readers and writers in a range of contexts. The progression of skills across the year groups enable children to build on and apply previously learnt skills and knowledge.



Our aims are for children at Brighstone to:

- Be able to read, write, spell and speak at age appropriate levels and following age-related expectations;
- Be equipped with the skills and knowledge to talk, read and write with fluency, accuracy, confidence and expression, for a range of purposes and audiences, adapting their language and style as required;
- Read and write with enjoyment, for pleasure as well as for information, across a range of genres and text types;
- Enjoy and play with language in a range of contexts, using adventurous vocabulary appropriate to their age;
- Speak, read and write daily in structured and non-structured activities;
- Understand and apply their knowledge of phonics and spelling patterns when reading and writing;
- Build their bank of sight words to enable fluent reading and spelling;
- Have an interest in words and their meanings, developing and applying a rich and varied vocabulary;
- Be exposed to and respond to a variety of literature, genres and authors drawn from a range of cultures and literary heritage, and to build links and develop schema between texts;
- Develop a technical vocabulary through which to understand and discuss their reading, writing and spelling;
- Understand and use grammatical features appropriate to their age and ability;
- Apply and embed their knowledge, skills and understanding over time and across the curriculum.



We aim to develop the following attitudes:

- Curiosity and interest;
- Critical appraisal;
- Independence;
- Confidence;
- Resilience and perseverance;
- Respect for other views and cultures;
- Reflection.



Our English Implementation

Spoken language, reading and writing are taught as part of discrete English learning journeys with carefully chosen text drivers (including animation/film) that are linked to the curriculum topic wherever possible, to provide stimulus for writing and enable children to build links and develop schema. Further opportunities are planned in to enable children to develop and apply their speaking, reading and writing skills across the curriculum. Each year group focuses on key genres/text types, which they then revisit, apply and embed throughout the year through drop-in writes. Opportunities for reading, writing and performing poetry are planned for throughout the year.

Spoken language

- Opportunities for discussion and debate are planned in appropriately in each year group across the curriculum;
- Children are encouraged to share their ideas in a safe environment;
- Opportunities for children to play with and enjoy language, and develop vocabulary, are regularly planned;
- Circle time develops speaking and listening skills;
- Children are encouraged to ask and answer questions in a range of contexts;
- Learning walls, vocabulary mats, word webs and scaffolds are used to support children in developing and using vocabulary;
- Opportunities are planned for 'talk for writing' so children can discuss ideas with each other prior to writing;
- Children are given the opportunities to talk to an audience in Collective Worship, as well as in the Christmas Nativity and in the end-of-year production;
- Planned visits and visitors enable children to develop their speaking and listening skills according to the audience and purpose.



Reading

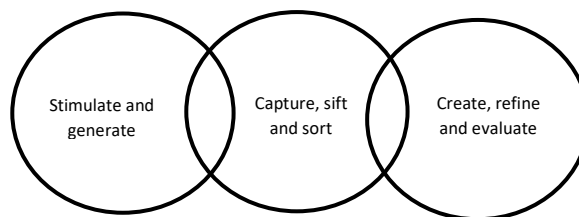
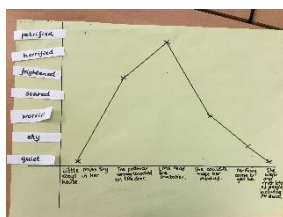
- In Reception and Year 1, we follow the Read Write Inc phonics programme, which teaches phonics, reading and writing daily in a systematic way. Children are grouped according to 'stage, not age' and learn phonics, read books and write sentences closely matched to their ability;
- Read Write Inc and Fresh Start is also used for early readers in other year groups who require further phonics, reading and writing in a structured programme;
- A range of 'reading to', 'reading with' and 'reading by' opportunities are planned daily in English and Guided Reading, as well as in other times throughout the day where possible;
- Reading sessions take place either as a whole class using the same text (either individual copies, a big book or text on the interactive whiteboard), or in small groups reading the same text closely matched to ability and needs;
- A range of reading strategies are taught, including fluency, prosody and expression;
- Carefully chosen questions and activities teach and develop retrieval and inference skills;
- Daily and frequent readers are identified who need to make accelerated progress;
- We provide a range of parallel texts linked to topic work or the theme;
- Children record their responses in: whole class reading journals, individual reading journals or in their English books;
- Opportunities for reading for pleasure are planned, as well as regular opportunities for adults to read to the class;
- Library visits take place, including to the school library and local village library;



- Children's Book Week and World Book Day promote a love of reading;
- Extra activities take place to raise the profile of reading, linked to different themes, such as Riveting Reading Pyjama Evenings, Ride the Reading Roller Coaster and the Summer Reading Challenges from the local library.

Writing

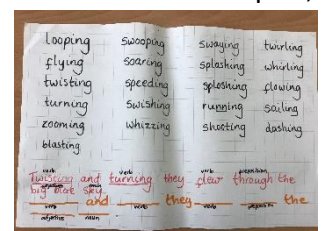
- Writing is made meaningful by being planned for a specific purpose or in response to a particular experience;
- Children write for different purposes and audiences, and within each learning journey the outcome and activities focus on the purpose, audience and form;
- The progress throughout each learning journey shows the transition between reading as readers (focusing on character descriptions, settings, comprehension, inference etc...), reading as writers (focusing on structure, characterisation, vocabulary, grammatical and language features etc...) to writing as readers (planning, drafting, editing, revising etc...). We use the following structure for the learning journey, which can be adapted according to needs and progress:



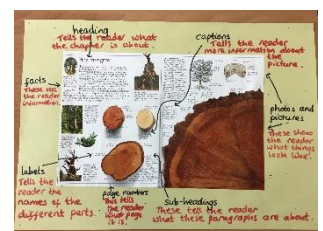
- Opportunities are planned for children to carry out apprentice pieces to enable them to practise using the skills they have learnt, and to carry out self- and peer-assessment;
- Children are taught the skills to proof-read, edit and improve their own and others' writing;
- Drop-in writes planned throughout the year enable children to revisit, apply and embed their learning from previous learning journeys in different contexts;
- Learning walls support children with: clear stepping stones leading to the outcome; WAGOLLS, WABOLLS and other modelled writing; and 'magpie' words that children can use in their own writing;
- Children are encouraged to be adventurous with vocabulary choices;
- In the Early Years, emergent writing is encouraged through the use of different writing materials and in a range of contexts throughout the learning environment, linked to their interests and the topics;
- Writing is taught in a range of ways (see Writing Policy for further information about these):



- Modelled writing;
- Shared writing and slow writing;
- Guided writing and supported composition;
- Dictation/hold a sentence;
- Independent writing



- Vocabulary, grammar and punctuation is planned and taught as an integral part of each unit of work, closely matched the text;
- Skills progress (grammar and punctuation) throughout the school is evident in children's books;
- RWI is used in Reception, Y1 and for other early spellers in Y2;
- Nessy is used for early spellers in KS2;
- The No Nonsense Spelling programme is used from Y2 upwards; children practise spellings in their individual spelling journals;
- Early writers take part in activities to encourage and develop gross and fine motor skills necessary to write in a legible script, and the Scholastic Handwriting scheme is used from Y1 upwards.



Our English Intended Impact

- Children discuss books and topics with excitement and interest;
- Children can present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates, in an age-appropriate way;
- Children enjoy reading and discussing books for information and for enjoyment/pleasure;
- Children are confident, fluent and expressive readers;
- Children can express preferences and give opinions, supported by evidence, about different texts;
- Children enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences;
- Children are proud of their writing and know that others value their writing;
- Children are able to apply their learnt skills when writing in different contexts;
- Children can remember and apply previous learning;
- Skills progress (grammar and punctuation) throughout the school is evident in children's books;
- Children are being adventurous with vocabulary choices;
- Writing across the curriculum is of the same standard as in their English books;
- There is evidence of a clear teaching sequence in books;



- A range of genres and text types are taught across the school (progressing in difficulty) resulting in children being exposed to, and knowledgeable about, literary styles, authors and genres.
- Children use classroom resources, including the learning walls, to support their learning;
- Children's presentation is of a high standard across the curriculum, and the school's handwriting scheme is followed.

How we monitor for impact:

- Teachers moderate children's work in school and in cluster meetings with other schools to ensure accurate assessments are made;
- Feedback and responsive teaching ensures children are provided with the right provision at the right time;
- SWST, New Salford and PIRA/NFER tests are used in Year 1 - Year 6;
- RWI assessments are carried out at least every half term, and more often when needed;
- Data is inputted three times a year, which is analysed by subject leaders;
- Pupil progress meetings each term ensure different groups and individual progress is monitored and interventions organised to support progress;
- Targeted support enables a greater proportion of children to be on track to meet year group expectations or in the case of those working significantly below expectations to make better than expected progress;
- The English Subject Leader conducts learning walks, lesson observations, pupil conferencing and book monitoring throughout the year. These inform areas for improvement and the impact of support provided;
- Standards at the end of EYFS, Phonics Screening Check, KS1 and KS2 are broadly in line with local and national averages.

