

English Curriculum statement

Intent

We have tailored our curriculum to be more topic based to help create meaningful links within their English learning and inspire interest and engagement from the pupils. The new English topics build in the rest of the foundation subjects to give purpose and understanding for children to know more, remember more and understand more. It gives purpose to writing and creates interest through age related reading opportunities.

At Broughton Jewish we recognise that the mastering of the English language permeates everything we do from creating enthusiastic readers to developing competent authors who can use the skills and literary devices from a variety of sources. Our overarching aim is to promote high standards of literacy and language by equipping our pupils with a strong understanding of both spoken and written language, whilst trying to develop their love of literature through widespread reading for enjoyment. We aim to provide a stimulating, interactive, meaningful and challenging English curriculum that prepares our pupils for the next steps of their education. As a school we are passionate about valuing the notion that English underpins learning in every subject and work to ensure that there are significant opportunities across the wider curriculum for our pupils to embed their literacy skills.

We aim to ensure that pupils:

- Build an understanding of English, which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more.
- Are provided opportunities across all curricular areas for the development and application of Speaking, Listening and Writing skills.
- Acquire a love of reading to read confidently, fluently and with a good comprehension of the text they are reading.
- Promote a love for learning through class novels and ERIC.
- Encourage all pupils to read a wide range of both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to access and gain knowledge across the curriculum and to develop their comprehension skills.
- Have the ability to write with fluency, impact and imagination.
- Acquire a wide vocabulary and understanding of the English language through oracy activities in all aspects of the curriculum.
- Are able to explain themselves and discuss curriculum content through rich and meaningful speaking and listening activities.
- Appreciate our rich and varied literary heritage in both secular and Kodesh studies.

Implementation

The intent of our English curriculum is used to drive the topics through school and enhance the teaching of English skills in the wider curriculum. We have a well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion, which underpins the acquisition of skill progression. Our curriculum follows the aims of the National Curriculum for English 2014 and Development Matters but also ensures that cross-curricular links with concurrent topic work are woven into the programme of study.

We use a Read, Write Inc phonics programme from Reception through to Year 2. It uses a consistent method of learning letter sounds and blending them together to enable pupils to learn to read and write words. As part of this, children have daily phonics sessions where they participate in speaking, listening and spelling activities that are matched to their developing needs. When children reach KS2 they begin

daily spelling and grammar sessions that build on the knowledge and understanding from phonics. Intervention and support is provided for those children who still require phonics learning and we use Nussy, Spelling Shed, Hornet and Wasp where our phonics scheme no longer supports a child's progress.

In addition to daily literacy lessons, children engage in early reading through the use of the phonics programme and the development of a range of reading skills, as well as a love of reading through designated reading time such as ERIC (Everyone Reading in Class) and class novel. We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, such as visits from authors, picture book week, Rosh Chodesh reading treat, parents stay and read sessions and secret readers. In order for children to embrace a love for reading, we are encouraging children to send in a book from home to celebrate their birthday. This ensures that children benefit from access to positive role models from the local and wider locality. We provide a whole class guided read each week to practice reading skills with the children and we use complete comprehension as a consistent approach to high level reading comprehension activities. PiXL is used to support and enhance our offer and provide intervention for children who are falling behind with different aspects of their reading.

To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use oracy activities to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. Handwriting sessions are incorporated into the English lessons. In writing sessions, pupils are provided with purposeful opportunities to write in a variety of genres following the whole school plan, which allow them to demonstrate an understanding of the conventions of written language. Pupils are also provided with the opportunities to develop their literacy skills through cross-curricular learning.

Pupils are assessed against the 2014 National Curriculum Programmes of Study for each subject taught. Pupils are expected to attain the 'Age Related Expectations' (ARE) by the end of each school year. We use a combination of formal methods of assessment, statutory assessments and teacher assessed learning to gain an overall picture of our pupil's progress and attainment. Moderation is regularly done within school as part of our monitoring cycle, annually through cluster moderation and in Reception, Year 2 and Year 6 through our LA moderation training and support groups.

In-school Summative Assessments: PiXL Assessments are used to assess pupils from Year 1-6 in reading and spelling and provide teachers with detailed reports which enable gaps in learning to be quickly spotted and the curriculum adapted to the needs of the learners.

In-school Formative Assessment: Across the school, there are clear and consistent approaches used within English lessons to assess and challenge pupils – from effective questioning to peer and self- assessment.

Nationally Standardised Summative Assessment: These are statutory tests in Reading, Writing and SPaG sat by the pupils at the end of Year 6. In Year 1, the phonics screening check is a statutory assessment to confirm whether individual children have learnt phonic decoding to an appropriate standard.

Writing Assessments:

Teachers base their judgement on a broad range of evidence, which will come from day-to-day work in the classroom; this includes work in curriculum subjects other than English. As in other areas of the English curriculum, writing is assessed, within four assessment cycles throughout the year and a judgement given as to whether a pupil is Working Towards (WT), Working At (WA) or Working Beyond (GD) the expected standard. We use in year expectations that have been created with our school cluster and carry out in school moderation as well as cluster moderation.

Impact

The impact and measure of our curriculum is to ensure children acquire the appropriate age-related knowledge linked to the curriculum and skills that will prepare them for the next stage of their education and their adult life.

Our children will:

- Become creative thinkers who can think for themselves.
- Widen their horizons and be introduced to the world beyond school.
- Encouraged to participate, become independent and provide with choice – resilient learners who have strategies to face challenges and make progress.
- Recognise the importance of spoken language and speak confidently
- Be able to apply their learning in different contexts and make decisions as to when to use their learning in English to solve problems.
- Reach age related expectations and are ready for the next stage of their education
- Read fluently and have developed effective comprehension skills
- Enjoy reading fiction and non-fiction
- Re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.
- Display excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat.
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures.
- Have a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description.

Children are given the opportunity to celebrate their best writing with some pieces of work being published in a book to be passed up through school to see how far they have progressed on their own writing journeys.