



**Chantlers**  
Primary School

A World of Possibilities



# English Curriculum

## Intent

**“Our writing portfolios allow us to look back and see how we have progressed on our learning journey. It gives us a sense of achievement and makes us feel proud of the work we have produced.”**

At Chantlers Primary School our aim in English is to develop articulate speakers, inspired writers and avid readers, who can apply their knowledge of English, to communicate successfully in an ever-changing world. We believe that a quality English curriculum should develop children’s love of reading and writing. Following the National Curriculum ensures coverage of knowledge and skills so that children at Chantlers achieve highly in English. We recognise the importance of nurturing a culture where children can take pride in their writing, can write clearly and accurately, and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy 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.

## Reading

For children to succeed highly, reading is a key priority. Making sure children are engaged with reading from the beginning of their school life can make a difference to their life chances whatever their socio-economic background. With this in mind, we aim for children to learn to read as fluently as possible and be motivated to continue to read. We are determined that every pupil will learn to read, regardless of their needs or abilities. Our shared reading vision ensures that all stakeholders support this aim. We are passionate about early reading and strive to help every child learn to read early and quickly. We endeavour to achieve the best reading culture with children talking positively about their reading experiences and aspirations, leading to a life-long love of reading. We have reading areas around school and in classrooms to provide opportunities for children to sit, relax and read in a comfortable environment having the chance to escape and have an immersive experience.

## Writing

The fundamental purpose for the teaching of writing is to secure a life-long love and understanding of language which will enable children to participate fully in society. Children are immersed in the different text types, becoming aware of the different features at word, sentence, and text level. Grammar and spelling expectations are interwoven into English lessons as well as being taught discretely. We use strategies that include modelled writing, shared writing, supported composition and writing partners to support children in their writing. Each child at Chantlers has their own writing portfolio, which is used to showcase their best pieces of writing throughout the year for all text types and genres. Children



take pride in their portfolio pieces and having a portfolio allows them to go through their learning journey and see the progress they have made, boosting their self-esteem and confidence. Portfolios also ensure subject leaders can monitor progress in each year group and across the school. Teachers are able to use our long-term plans to provide a progressive, detailed and thorough curriculum.

## **Our English Curriculum**

Our English curriculum is a bespoke curriculum. It is designed to provide high quality experiences for all pupils. Children are encouraged to see the links between what teach in English to future jobs and citizenship. We share high levels of academic ambition with the intention of giving children the knowledge needed for a successful and happy future. We recognise there are gaps in vocabulary due to limited experiences for some of our children and it is with this in mind that we take every opportunity to 'grow' vocabulary. We plan carefully to infuse rich vocabulary into all our teaching. The reading elements of our curriculum are designed to promote an ultimate love of reading. We strive to give children opportunities to fulfil their potential in any lesson, at all times in their school journey.

## **Implementation**

At Chantlers Primary School we have implemented a clear, logical progression in all aspects of English across the school in knowledge and skills, evident through a well-planned sequenced curriculum. Opportunities are consistently made for children to build on what has been taught before by applying previous knowledge and skills in varying curriculum areas, supported by sequential learning. This approach enables knowledge and skills to be transferred into long term memory, resulting in application across all areas of the curriculum, supporting the importance of disciplinary literacy. Clearly defined end points of the English curriculum is building towards, ensure teachers are secure with the high expectations set by the end of each key stage of learning. These end points provide an opportunity to evaluate children's knowledge and understanding against expectations.

Misconceptions are identified and children are given quality feedback both verbally and through marking, to improve their understanding. Children are encouraged to connect new and previously learnt knowledge to ensure they know more and remember more. Assessment methods are used to check understanding and are both formative and summative. Through formative assessment, teachers adapt teaching throughout a lesson. Teachers provide children with effective, instant verbal feedback to check understanding, provide further challenge or address any misconception.

Through our well-planned reading spine, we offer a wide range of high-quality, challenging texts which offer breadth and balance across the year groups, ensuring exposure to a range of genres, poems, informational texts, and high-quality fiction that reflect the diversity of our local area. We consider author, period, cultural diversity, topical issues all of which offer high challenge, infused with a rich vocabulary. Our reading offer allows children to meet books and authors they may not chose to read themselves. Children in all year groups have daily story time at the end of each day where their teacher reads a high-quality text that are above instructional level and can help extend vocabulary development, especially when read with prosody. At Chantlers, we are overhauling the entire stock of children's reading books. We have also invested in a large amount of new reading books to further boost children's understanding of the wider world, comprehension skills and challenge our greater depth readers. Our 'Reading Buddies' scheme goes from strength to strength with children looking forward to reading to a buddy, or hearing fiction and non-fictions texts read to them by older children. Our complete investment in the Little Wandle scheme has grown throughout the year and offers children an ideal start to learning to read. It has engaged all our key stage one children and has led to a secure and consistent approach to the teaching of reading.

At Chantlers, we identify children who need support and provide intervention in the most effective and efficient way. We run intervention reading groups and are fortunate to have parents and governors who come in regularly to hear children read. Most children on the SEND register have reading and comprehension as one of their targets. Teachers plan and teach English lessons which are adapted and scaffolded to the needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers, once we have helped equip them with confidence, tools, and strategies that they need.

- We follow the national curriculum and use Grammarsaurus' 'Ultimate Guide to teaching non-fiction writing, spelling, punctuation and grammar' as a guide to support teachers with their planning and assessment.
- Clearly defined end points showing clear structure and sequencing, each half term, provide an opportunity to evaluate children's knowledge and understanding against the expectations. Teachers are clear with what children need to know, and do, to be able to reach them.
- At the start of each new topic, key vocabulary is introduced and revisited regularly to develop language acquisition, embedding as the topic progresses.
- Children who have shown their understanding at a deep level, will have opportunities to apply these skills in a mastery activity and within their writing.
- Reasoning and problem solving are integral to the activities that children are given in spelling, punctuation and grammar sessions to embed new and existing knowledge.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as

necessary. For those children who are working outside of the year group curriculum, individual learning activities are provided to ensure their progress.

- Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the learning challenge and who are ready for further challenge through planned questioning or additional activities.
- In order to support teacher judgments, children may be assessed using current and reliable tests in line with the national curriculum for English. Gap analysis of any tests that the children complete is undertaken and fed into future planning and interventions.
- The English leader has a clear role and overall responsibility for the progress of all children in English throughout school, key data is analysed, and regular feedback is provided, to inform on progress and future actions.

## Impact

Books show:

- progress in skills development within each year group
- a range of reading activities
- a number of writing pieces where children are able to edit and improve their writing
- high quality presentation
- progress in knowledge and understanding of punctuation and grammar
- pride and mastering objectives showing greater depth knowledge.
- Consistency in design and structure of lessons across the school

Lessons show:

- Challenge, a range of suitable resources, clear objectives and a passion for learning.
- Teachers intervene swiftly to help pupils showing misconceptions, while deepening the learning of others.
- Pupil voice highlights a positive attitude to learning in this subject and its structure across the school.
- Highly effective CPD for staff shows impact in delivering the English curriculum effectively using a wide range of teaching resources.

## **Rationale**

At Chantlers Primary, we are readers and we are all writers! We want our children to love reading. We want them to have no limits to what their ambitions are and grow up wanting to be authors, journalists, poets and reporters. The reading curriculum has been carefully designed so that our pupils develop their word reading and comprehension knowledge and understanding to support confident speakers and writers. Pupils are encouraged to read a wide range of text including Shakespeare in all year groups from Reception through to Year 6. This is enhanced through a dramatic performance of the Shakespearian play studied. We want all our pupils to remember their learning in reading in our school, to cherish these experiences and embrace the opportunities they are presented with.

A high-quality approach to developing writing is closely interlinked with the reading curriculum. There is a focus on the secretarial and basics of writing including: grammar, handwriting, vocabulary, composition, and punctuation. The approach used secures pupils in their ability to blend this knowledge base to become an effective writer. Effective models for writing are established using quality texts as template - at the early stages to scaffold learning - until the pupil is confident enough to develop their own unique writing style. Writing is developed through the stages from drafting to publication – this ensures high quality texts are produced by the pupils of which they are proud.

## **Early Years**

English in the Early Years involves providing children with opportunities to listen to and talk about a wide range of fiction, non-fiction, poems and rhymes with an adult and their peers. Children are encouraged to develop, 'favourite' books some of which they can recite and retell orally. They understand that they can read for purpose and then start to develop their taught phonic knowledge to decode words to develop reading independently.

We aim to develop positive attitudes towards for writing. Adults scribe own stories and personal recounts, this will lead to children to begin to write narratives about personal experiences and those of others (real and fictional). Children will begin to write about real events / write short rhymes / write for different purposes e.g. shopping lists, letters sometimes with adult support. Throughout their learning they will consider what they are going to write before beginning. This will be achieved through support to think about what they are going to write about through models and reading stimulus, they will be supported to write down ideas and/or key words, including new vocabulary. We encourage children to say out loud/hold in their head what they want to say, sentence by sentence. We begin to allow them to make simple additions, revisions and corrections to their own writing by read aloud with an adult to check their work makes sense.

## **Key Stage 1**

In Key Stage 1 children will listen to and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks. They will read books that are structured in different ways and reading for a range of purposes. Children will start to use dictionaries to check the meaning of words that they have read. They will increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. They will begin to identify themes and conventions in a wide range of books. Children will prepare poems and play scripts to read aloud and to perform, improve intonation, tone and volume. They will discuss words and phrases that capture the reader's interest and imagination. Children will recognise some different forms of poetry [for example, free verse, narrative poetry].

It is important that the children start to develop positive attitudes towards and stamina for writing. This will be achieved by allowing the children opportunities to write narratives about personal experiences and those of others (real and fictional). Children will write about real events / write poetry / write for different purposes. They begin to consider what they are going to write before beginning. This will be achieved through the children being able to plan or say out loud what they are going to write about. Children will learn to write down ideas and/or key words, including new vocabulary. They will develop an understanding of how to encapsulate what they want to say, sentence by sentence, they will learn to make simple additions, revisions and corrections to their own writing. Children will begin to evaluate their writing with the teacher and other pupils, re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Our children are encouraged and give opportunities to proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. We always believe that children should read aloud what they have written with appropriate intonation to make the meaning clear.

## **Key Stage 2**

In Key Stage 2 we believe that children should maintain positive attitudes to reading and understanding of what they read. They will continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Children will read books that are structured in different ways and reading for a range of purposes, they will increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Children will now begin to recommend books that they have read to their peers, giving reasons for their choices. As readers they will identify and discuss themes and conventions in and across a wide range of writing. They will aim to make comparisons within and across books. We believe they should learn a wider range of poetry by heart and prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.



As writers children will plan their writing by identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Children will note and develop initial ideas, drawing on reading and research where necessary. They will write narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. Children will not only draft, but also write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. Children will begin to use a wide range of devices to build cohesion within and across paragraphs. They will use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] Children will continuously evaluate and edit by assessing the effectiveness of their own and others' writing. As editors they will propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Children will ensure the consistent and correct use of tense throughout a piece of writing and ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.