

## *The Intent of our English Curriculum*

At Ribchester St. Wilfrid's C of E Primary School, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We have a rich, progressive English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

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

are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons, but also made cross curricular to apply to the wider curriculum, making learning more meaningful and engaging. We will provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in English; we believe that a secure basis in English 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.

## *The Implementation of our English Curriculum*

Early reading and phonics at Ribchester St. Wilfrid's is currently supported through the Red Rose Phonics scheme. Children are streamed across KS1 into small, phase-focussed groups. These are reviewed and assessed regularly and staff are offered training and development to ensure they are equipped with the expertise needed to teach high quality, daily phonics sessions. Parents are also vital in our bid to develop phonics, and we hold parent phonics sessions to train and support them on how they can help their children at home. Phonics intervention groups are run in KS2 (as required) to close gaps for targeted pupils and ensure a continuation of phonics development.

Developing a love of reading is of paramount importance for us at Ribchester St. Wilfrid's, and this starts from the moment the children start in Early Years. Children are assessed throughout KS1 and read books from a phonic related / a colour banded / age related scheme that is progressive for the children as they go through KS1 and early KS2. Reading corners have been set up to develop a love of reading and to promote independence with reading within classrooms. As children complete the reading scheme, they read books carefully selected from their class library. Teachers support the children selecting books based on interest and ability level, in order to encourage a love of reading and provide appropriate challenge. Every class at Ribchester St. Wilfrid's has a class reading book, which offers the children the chance to share a story as a class as read and modelled by the teacher. These follow chosen authors or link to our learning in other subject areas to increase engagement and make learning more meaningful.

Children across school complete several guided reading sessions per week. The focus of guided reading at Ribchester St. Wilfrid's is of course about developing fluency and accuracy when reading, but also about developing questioning and an understanding of what the children have read. The approach to guided reading is therefore progressive, starting with reading and verbal questioning in small groups or 1:1 with an

adult in early KS1, to more formal questioning and written comprehension work being completed in KS2. Many reading comprehension resources are available for staff, to ensure access to a wide range of text types and to ensure children have access to a diverse range of topics that link with their learning in other subjects. In KS2, children complete formal, written comprehension tests every term to monitor progress and inform intervention groups. Whole-school reading events such as World Book Day are celebrated every year, to further raise the profile of reading in our school and develop a love of reading.

Spelling, punctuation and grammar is taught as a discrete subject, often as English lesson starters or as short 15 minute sessions. A whole school scheme for spelling is used, No Nonsense Spelling, ensures progression across year groups. IDL intervention groups across KS2 are established for children who need further support with spelling. Spelling, punctuation and grammar learning is made meaningful and current for children, by applying it to their writing focus every week.

At Ribchester St. Wilfrid's, we are firm believers that the children should be writing frequently, and about things that are engaging and meaningful. Therefore, the children will complete a range of cross-curricular, linking to the learning being covered in other subjects such as science, history or R.E. Teachers plan and deliver blocks of learning focussing on different text types, which build progressively towards an extended piece of writing.

We have high expectations for handwriting at Ribchester St. Wilfrid's, and believe it is important that a high level of pride in the presentation of written work is promoted for the children. Handwriting is taught in discrete sessions, where letter formation and cursive joins are modelled and taught by the class teacher and practiced by the children in their handwriting books.

Speaking and listening are vital skills for children to acquire and are fundamental to their language development. Children are taught to speak confidently and to adapt their speech to different situations. They are given the opportunity for their language to develop alongside their progress in reading and writing. They will also be given the opportunity to develop into careful and responsive listeners.

Assessment for Learning is embedded in English lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work.

## *The Impact of our English Curriculum*

Children will leave Ribchester St. Wilfrid's with a love of reading. Through the many opportunities, they will have hooked onto books that work for them which open many doors and possibilities. High standards in speaking and listening, reading and writing will be maintained by the school so children can continue their journey to Key Stage 3 with a solid skill base to read and write independently to the best of their ability. All children will access a rich provision of books, stories, poetry and language recalling a range of authors, poets and literary styles. Children are confident to take risks in their reading and writing, and love to discuss and share their ideas.

Outcomes of work in both English and topic books evidence the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose. Children will be able to articulate in a range of contexts and will have had many opportunities and challenges to develop their confidence. Children will explore books from a range of cultures and embrace themes which prompt discussions regarding equality and diversity.