

Bempton Primary School

# English Curriculum



# Intent

At Bempton Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to expose them to a variety of high-quality texts and stimuli, as well as frequent, purposeful opportunities to practise and review key skills. We know and uphold the belief that a successful English education unlocks learning in all other areas of the curriculum and prepares pupils for the next stage in their education and beyond.

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 language and style for a range of contexts, purposes and audiences
- use discussion in order to learn, showing an ability to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Furthermore, we acknowledge and impart the words and beliefs of the National Curriculum when it states that *'Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.'*

# Implementation

## School Beliefs

At Bempton, our teaching and learning approach for English is underpinned by the 'Writing for Pleasure' framework as this is based on evidence-informed research. More importantly, our approach has high-quality texts at the heart of it. Children are encouraged to 'read as writers' and to be exposed to many quality texts in order to develop vocabulary and writing skills. We teach English through the use of high-quality picture books, novels, poetry and non-fiction engaging pupils using a wide range of teaching approaches, such as: through music, art, drama and discussion.

## Reading:

In addition to daily English lessons, our youngest pupils develop their early reading skills through the use of Essential Letters and Sounds (ELS) daily phonics programme from the very beginning of Reception – Year 1. We ensure that children receive high quality phonic teaching on a daily basis throughout school. These sessions are five shorter (20-30min) sessions. Phonological awareness helps the development of reading by segmenting and blending sounds and the children will be heard reading regularly, both individually and in groups. We quickly identify any children who are struggling and give them immediate ELS intervention to support them and ensure

they progress. Year 1 children who have passed their PSC (Phonics Screening Check) and ELS Fluency check move onto ELS Spelling programme in Year 2 to ensure children can consistently make links between sounds and corresponding spelling patterns.

In addition to phonics, story time is central to each day for our pupils from Reception to Year 2. Adults model quality reading with a focus on fluency, expression and intonation on a daily basis to promote reading for enjoyment.

Our pupils are encouraged to read for pleasure and to read widely through our phonics reading scheme (EYFS and KS1) and through the consistent use of class libraries. Upon completion of the phonics screening and fluency check, pupils read books at their own reading and interest levels, enabling a greater sense of enjoyment and success. As a school, we have invested in high-quality books for our Year 2 children ('Bridging the Gap' books) to build fluency and expression.

In KS2, pupils at Bempton Primary School continue to develop a range of reading skills, as well as a love of reading through the use of whole-class reading sessions. Within these sessions, children will listen to the teacher model fluent, expressive reading and also have the opportunity to showcase their own reading ability. Furthermore, children will take part in echo/ choral reading exercises in order to develop fluency. Children will also take part in teacher-led discussion, comprehension and vocabulary activities as a part of these sessions. Our whole-class reading sessions cover a wide variety of both fiction and non-fiction books and help to advance the children's comprehension and language skills. There are daily sessions run to give pupils the opportunity to take part in a range of reading activities including pre-reading, guided reading, comprehension activities and reading for pleasure.

### **Writing:**

From EYFS through to Key Stage 2, we want to expose our children to as many outstanding texts as possible. As a result, quality children's literature is at the heart of our pupils' learning. We teach our writing units through the use of high-quality picture books, novels, poetry and non-fiction.

All children from EYFS to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. Initially, pupils need to be able to form the letters needed and then be able to express one's ideas using these letters. Through shared and guided writing opportunities, we support children to develop the skills of writing clearly and legibly. When the child is confident with these basic skills, they work towards being able to write with a greater sense of purpose and learn to organise their writing according to this purpose. Children are equipped with the necessary tools to do this, being given regular opportunities to focus on spelling and/or grammatical structures.

We further develop our pupils writing skills so that they have the stamina and ability to write at length, applying the skills set out in the English National Curriculum. To support children in moving towards independent writing, we provide a wide range of activities including: writing tasks linked to our class books, the use of film and imagery, poetry, ICT, modelled, shared and guided writing, peer assessment and discussion.

As often as possible, units of work in English are centred on exciting class texts. Our writing outcomes are planned and taught in systematic stages to ensure children develop key skills, which they are expected to include in a final piece of writing. After introducing the new project, we move through these key stages:

**Reading as Writers** - Reading a variety of high-quality texts to immerse pupils in the style of writing. Book/ text talk is crucial to ensure accurate comprehension of what is read. This helps to ensure pupils' interest and create a meaningful purpose for writing.

**Generate Ideas (to establish product goals)** – Further reading and book talk as 'a writer' in order to analyse texts, pull apart key features and discuss author intent. This is where product goals (key skills) such as grammatical structures are agreed. Pupils also gather ideas and content for their own writing at this stage.

**Composition (Plan and Draft)** – Firstly, there are shared, guided and independent writing tasks linked to the agreed product goals (key skills). After, children move onto planning then drafting their final independent write. Composition is centred on keeping the reader's interest, whether it be through entertaining, informing, instructing, explaining etc. Modelling of writing is key at this point and children are encouraged to regularly proof-read independently and with peers.

**Revise** – Shared, guided and independent editing of pupils' writing. Editing focuses on making specific improvements in general and in relation to the agreed product goals.

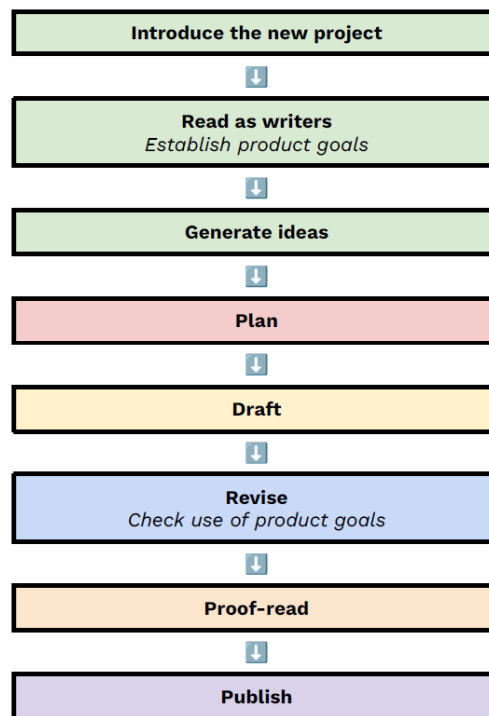
**Publish and Perform** – The purpose for writing is fulfilled. Children have opportunities to publish their writing and perform.

As a school, we provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as authors and poets. We promote the importance of written work by providing a writing purpose and opportunities for children's writing to be read aloud and listened to by an audience. We also have a range of extra activities which are used to promote English within the school including: whole-school writing challenges and competitions; monthly class writers' awards and a whole-school shared writing of a narrative during Book Week.

### **Spelling, Grammar and Punctuation:**

At Bempton Primary School, we aim for our pupils to become fluent and effective writers. Accurate use of spelling, punctuation and grammar is essential to this. We use the National Curriculum (2014) as a basis for teaching Spelling, Punctuation and Grammar by introducing patterns or conventions and continually practising those already introduced. Pupils are taught key rules and strategies with opportunities to analyse how other writers have applied these skills to model texts and extracts in order for our pupils to apply these skills independently and effectively to their own writing. Pupils are taught to recognise which strategies they can use to improve their own spelling. They are encouraged to apply learnt strategies to their independent writing.

In KS1, children learn spelling largely through their daily phonic sessions and through their weekly spellings from ELS (Year 2). From KS1-KS2, the teaching and learning of spelling, grammar and punctuation is embedded within the English/ Writing teaching sequence. This means, grammar and punctuation skills and knowledge are built into a sequence of preparatory work which is then applied within longer pieces of writing during the teaching sequence. As children become more confident, they are encouraged to check spellings using a dictionary and to expand their vocabulary using a thesaurus and 'Vocab Word Wheels'.



KS2 teachers also follow the 'Spelling Shed' scheme of work for teaching spelling patterns linked to the National Curriculum. There is one timetabled session per week to teach a specific spelling pattern, which links to the children's weekly spellings.

### **Support, Inclusion and Progress for All**

- Units of work are carefully sequenced, so prior knowledge and concepts are returned to and built upon from previous year groups and units
- Remembering and building on skills, information and knowledge is celebrated and giving opportunities for this is a key part of Bempton's teaching and learning opportunities
- Some children have specific support and guidance taken from their EHCP and SEND provision map
- Scaffolding, diverse questioning and opportunities for shared thinking are key tools in supporting pupils to make progress at all levels
- Interventions, based on NTS assessment scores, are used for specific groups of children to ensure progress



## **Impact**

### **Assessment**

- Assessment for learning is used within each lesson through skilful use of questioning and live feedback/ marking
- Termly assessments (NTS and Shine interventions) are used to see what knowledge pupils have retained and to identify gaps in learning/ areas for development
- Weekly spelling tests and regular reading quizzes are used to assess learning

### **Cultural Capital**

Enrichment is an essential part of the Bempton English curriculum, which provides pupils with discrete time to focus and deepen their learning. Children are provided with opportunities for new experiences as well as nurturing and developing a thirst for learning. We provide enrichment opportunities, such as exploring our local area with our pupils to inspire reading and writing, taking part in drama projects (WARDROBES), participating in Book Week and celebrating World Book Day as well as running a Drama/ Performing Arts club in school. These additional experiences help us to enrich the curriculum even further and continue to deepen the children's learning.

### **Career Professional Development**

We focus on developing all teachers' subject knowledge and English pedagogy through comprehensive CPD within staff meetings. In addition, we have external support from the Yorkshire Endeavor English Hub to further enhance the quality of all staff.

Below is a summary of the CPD activities bespoke to English:

- Staff training meetings as part of CPD log (linked to school action plan)
- Sharing knowledge from English hub meetings/ support
- Specific coaching sessions on reading/ phonics for support staff
- 1:1 discussion with staff about lessons

