

## The Grove School English Statement

At The Grove School, we are committed to providing our children with a curriculum that has a clear intention and impacts positively upon their needs.

### Curriculum statement for the teaching and learning of English

<b>INTENT</b>	<p>We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum follows the aims of the National Curriculum for English 2014 to enable all children to:</p> <ul style="list-style-type: none"> <li>● read easily, fluently and with good understanding</li> <li>● develop the habit of reading widely and often, for both pleasure and information</li> <li>● acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>● appreciate our rich and varied literary heritage</li> <li>● write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>● use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>● are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul> <p>These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Through assessment and review processes we ensure that we are able to provide targeted support so that all children experience success in literacy; 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.</p> <p>We also aim for our children to apply all of these English skills to all areas of the curriculum.</p> <p>In, English, we have high expectations for ALL learners, regardless of their needs or starting point.</p>			
<b>Underpinned By</b>	<b>High Expectations</b>	<b>Modelling</b>	<b>Fluency</b>	<b>Vocabulary</b>
	<b>All</b> children are expected to succeed and make progress from their starting points.	Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.	Children apply English skills with ease throughout all of the curriculum.	Ambitious vocab is taught explicitly and is expected to be applied in everyday situations.

<b>Implementation</b>	<p><b>The Writing Journey</b>  Writing opportunities are purposeful  Transcriptional and encoding knowledge is prioritised in EYFS and KS1. We create writing rich environments in EYFS and KS1 classrooms. This is taught through Little Wandle daily phonic sessions and writing sessions. In EYFS and KS1 we follow the principles that children talk, draw, write, share and the process is repeated. In KS2 this progresses onto creating ideas, planning, writing, tweaking, polishing before the final piece is produced. Talk is evident throughout these stages. Children of all ages are actively encouraged to read back their writing to develop encoding, fluency and automaticity. We strive to instil a belief in our children that they are writers.  Throughout the writing journey, we teach children new and innovative vocabulary and use drama/role play to inspire their writing. Spelling is actively taught through spelling lessons which cover phonology, morphology and etymology and key spellings are referred to throughout the writing process. Children are supported in their spellings using phoneme charts, key word list and topic words as well as electronic devices. Shared writing is a vital part of the teaching sequences when teachers skilfully demonstrate to the children what is inside the mind of a writer. Editing is a very important part of the journey and children are explicitly taught to draft and redraft their work before presenting their final pieces. Children share their writing with an audience this can take a variety of different forms for example creating books, publish it online, use it as a voice over for a documentary or share their writing with other classes.</p>		
	<p><b>Oracy</b>  Children have the opportunity to talk about their writing to a variety of audiences. This is proven to have the biggest impact on children’s writing. In EYFS and KS1 there is ample opportunities for talk. Throughout the school children talk to share their ideas, test out their writing on others as they craft their writing. Children in all year groups take part in performances. KS1 poetry recital –Christmas  Key vocabulary in all subjects is taught (Tier 2 and 3)  Drama after school club  Drama is regularly used in the imitate part of the writing sequence.</p>	<p><b>Teaching Reading-Schools priority</b> (see more detail in reading intent)  In EYFS and KS1 children read high quality phonetically decodable books that are accurately matched to their phonics level.  In Y2 and beyond children take part in reading sessions using ReThink Reading as a structure.  Teachers model how to teach reading skills at all levels, which are then practised and applied independently within these sessions there is a focus on fluency, vocabulary and narrative structure.</p>	<p><b>Class texts</b>  We use high quality texts that are selected from a list of recommended texts using BookWrites teaching sequences, The Pie Corbett Reading Spine, Little Box of Books and the class teacher’s choice. These have all been carefully chosen to ensure there is a balance of modern and classic, fiction, non-fiction, poetry and are rich and diverse.</p>
	<p><b>Phonics</b>  We teach phonics through Little Wandle Revised Letters and Sounds phonics program. It is a systematic, fast paced approach to teaching phonics. The children read decodable books that match their phonics level. In Y2 and above phonics is still regularly revisited through retrieval practises and in spelling sessions.</p>	<p><b>Spelling and Grammar</b>  Spelling is taught using the No Nonsense Spelling (Raintree). This sets out a clear pathway for progression throughout all year groups. Grammar is taught as part of the English lesson, emphasising the connections between linguistic features and the effects they can produce. There is clear progression throughout the school.</p>	<p><b>Accelerated Reader</b>  Every child from Y3-Y6 has an accelerated reading book which is at their reading level. These books are chosen independently by the children.</p>

<p><b>Cross Curricular</b> Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects. We ensure good quality books are purchased to support other subjects.</p>	<p><b>School Events</b> We celebrate World Book Day Organise authors to visit the school We hold storytelling weeks. Y5/6 children visit Plymouth University to set up a publishing company Bookshop visits Publish books</p>	<p><b>Reading for Pleasure</b> Once a day the children have reading time where they have the opportunity to read books of their choice. We encourage our children to visit the local library, have regular visits from the librarians and share recommendations to others.</p>
<p><b>SEND/Lowest 20%</b> As with all learners, we ensure high quality teaching and learning and progression is evident across the school. Some children are supported in their writing using typing and dictation tools. This includes: reviewing past learning, retrieval of key knowledge and learning in small steps. Where necessary, pupils will receive target and structured interventions in EYFS and KSI through Little Wandle Keep up and catch up sessions and in KS2 Little Wandle Rapid Catch Up in KS2. For children who need their learning to move at a slower pace we use the Little Wandle SEND program. Some pupils will require an emphasis on small steps with an abundance of scaffold and modelling to enable them to achieve the expected objectives within the lesson. All four areas of need will be supported using reasonable adjustments.</p>		

Impact	<p><b>PUPIL VOICE</b> Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. Children at The Grove love reading. They can also talk about books and authors that they have enjoyed and can make reading recommendations.</p>	<p><b>EVIDENCE IN KNOWLEDGE</b> Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing journeys.</p>	<p><b>EVIDENCE IN SKILLS</b> Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.</p>	<p><b>OUTCOMES</b> At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GDS). Pupils falling into the lowest 20% category make progress from their starting point and as with all pupils are proud of the progress they have made.</p>
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