



## **English Curriculum Statement** **2020 - 2021**

### **Intent**

English is taught through a high quality and engaging curriculum which aims to produce pupils who are competent, confident and enthusiastic in reading, writing and discussion. Children learn to read through systematic, synthetic phonics teaching and their developing skills are nurtured through a whole school culture which encourages reading widely and often across a variety of diverse genres. They are taught to use a range of language and styles so that they are able to write for a purpose and in different contexts. In order to develop a secure and long-lasting understanding of key English concepts, our curriculum is planned with a clear pathway of progression. We understand that success in English is essential to success across the wider curriculum and that a secure basis in literacy skills will allow our pupils to achieve to the very best of their potential.

Following our return to school in September 2020, we have needed to respond to the enforced absence due to the Covid-19 pandemic. Initial assessments identified priority pupils and we have timetabled additional Basic Skills sessions to allow us to focus on our identified priorities and key skills in reading, phonics and writing, as well as increasing the focus on “gaps” during lessons.

### **Implementation**

At Alverton, we follow a rigorously planned project-based approach which allows pupils rich opportunities for both reading and writing across the curriculum. High quality texts and resources are used to introduce genres and to motivate and enthuse children to write. We offer many enrichment activities to maintain a high focus on English including World Book Day, Extreme Reading, 100 Word Challenge, Reading Bingo, Class Assemblies and our annual drama production.

Our curriculum is underpinned by the the National Curriculum for English 2014 which aims to ensure that all pupils:

- 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.

Reading, spelling and phonics are taught discretely but are also intrinsically linked to English sessions. Our whole class marking system picks up misconceptions and errors in a timely fashion, allowing them to be addressed very quickly at a whole class, group or individual level. Robust assessment and monitoring procedures allow for individuals, or groups of children, to be quickly and effectively supported in making the progress of which they are capable. Moderation in key stage and whole school teams, as well as across our TPAT hub, ensure consistency in writing assessment.

Basic Skills sessions provide increased opportunities to focus on age-appropriate key skills in reading, phonics, handwriting and SPaG as well as enabling us to revisit and / or cover objectives from previous years as necessary. We also continue to ensure that reading sessions and writing opportunities are incorporated across the curriculum.

We have reviewed how we deliver reading and are changing this in 2020 – 2021; this is also intended to try to address any learning 'gaps' which may have arisen with a different approach and increased sessions, and interventions, for reading. Phonics is now also taught daily in Year 3 and our Key Stage 1 Phonics intervention programme has been extended into Lower Key Stage 2.

We are providing teacher-led 1:1 and small group intervention for Reading and SPaG in Year 6. In all other year groups, interventions for Reading and Phonics are prioritised and additional time / sessions / support staff used to increase their frequency.

Please see the EYFS Intent statement for the implementation of English teaching in the EYFS.

### **Impact**

Some examples of our high quality English outcomes are:

#### **Sea, Shanties and Stories**

A KS1 locally based topic where the children explored a rich variety of Cornish based stories and then wrote their own using the 5 finger story approach. The stories were published and presented for children to read in both our school, and the town, library.

#### **WW2 - Would You Survive or Thrive?**

A History based topic where children put themselves firmly in the shoes of a wartime evacuee, writing a diary entry to describe their thoughts and feelings about being away from home.

#### **Disaster**

An English topic, inspired by charity magazines, where children wrote and produced their own magazine focusing on environmental disasters which was then sold in a local Oxfam shop.

Following Covid-19, we will continue with our existing range of assessments ensuring, in particular, that regular assessment in relation to intervention ensures that these are accurately focused on the correct pupils, enabling maximum progress to be made.

### **Summary**

We provide a high quality, engaging and well-planned English curriculum, supported by rigorous monitoring and robust assessment procedures, which enables all children to make appropriate progress. We pride ourselves on our strong outcomes for pupils in English ([https://alverton.eschools.co.uk/website/performance\\_data/78077](https://alverton.eschools.co.uk/website/performance_data/78077)) and believe that we enable our children to become enthusiastic and capable readers and writers who are able to share their ideas confidently and in a range of contexts.