

English Curriculum Statement

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.

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 exemplar 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, ensures consistency in writing assessment.

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 Key Stage 1 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.

World War 2 - 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.

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) 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.