Great Moor Junior School English Curriculum Intent

Intent

The national curriculum for English 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.

National Curriculum English Programmes of Study: [https://www.gov.uk/government/
publications/national-curriculum-in-england-english-programmesof-study/national-curriculum-in-england-english-programmes-of-study](https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmesof-study/national-curriculum-in-england-english-programmes-of-study)

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum.

There is a Progression Map for each year group which shows the objectives expected by the end of the year. These objectives are thematically linked to a core class text for each half-term and the breakdown (and exemplification) is in a medium-term plan.

At Great Moor Junior School we believe that a quality English curriculum should develop children’s love of reading, writing and discussion.

Our English lessons develop pupils’ spoken language, reading, writing and grammar and vocabulary. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions and discuss ideas.

We nurture a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We also exploit Cross-curricular links to broaden and apply skills and vocabulary.

Implementation

We use high-quality texts and aim to immerse children in a vocabulary-rich learning environments to develop a love of reading, creative writing and purposeful speaking and listening. The children experience a range of class texts as they progress through the school and these are chosen, not only to present more challenge as the children move up but also to expose the children to a wide-range of rich, quality writing. There are classic books and poems as well as more modern and we have books set in different places and by authors of different backgrounds to reflect our diverse society and to broaden our children’s horizons.

English at Great Moor is not only a specific, daily lesson, but is also the foundation of the entire curriculum. Cross-curricular links are exploited and children write in and for a wide-range of subjects.

Collaborative pair- and group-work is widely used in all subjects which as well as developing inter-personal skills, broadens subject-specific vocabulary and use of language. The children’s vocabulary is developed further by the use of the *Word of the Day* and similarly our class texts are challenging and aspirational to provide ample further opportunities for language development. The class assemblies provide opportunities for children to perform their work or drama as do school productions. Children prepare individual, pair and group presentations for the class or sometimes a wider audience. Regular drama activities provide a wider-range of situations to explore and develop language in context. There is also a drama club.

Staff at Great Moor are aware of the differing groups of learners and vulnerable children in their classes and often make adjustments to their teaching plans to support these learners. However, it is a seminal belief that all children should be exposed to aspirational learning opportunities so wherever possible, they remain included in the main body and within the objectives of the class. Whole-class reading sessions are inclusive and supportive to less fluent readers whilst also enabling teachers to introduce the children to more challenging texts than their individual reading ability would allow. Reading sessions include a variety of fiction and non-fiction models.

Our pupils are encouraged to read for pleasure and to read widely. We use the *Accelerated Reader* programme to motivate children, support their understanding of what they are reading and to help them find books that are not only appealing but also at an accessible and appropriate level.

Our use of the class text as a primary vehicle for English teaching is also central to this aim. These texts are carefully chosen to inspire and challenge children from a variety of different backgrounds. They become progressively more challenging in terms of content and themes as the children progress through the school. The authors that are chosen are from diverse backgrounds and the characters, genres, settings and the themes are varied and broad. The use of these texts is well-organised and progression is planned.

We use cross-curricular links to broaden the range of reading materials (often including non-fiction) and vocabulary and also to provide opportunities to read for different reasons and purposes.

Staff take opportunities to share their love of reading with the children and displays celebrate and encourage reading and books. Awards are given weekly for effort with reading and landmarks such as reading 1,000,000 words or 100% accuracy on an AR quiz are marked and rewarded. Other activities to promote reading within the school including celebratory events such as World Book Day and library visits.

The children have a variety of opportunities to read including whole-class work, individual or paired-reading. Children are encouraged to read at home and parents are aware of what is expected.

The skills needed to read and understand texts are taught explicitly in weekly RIC (Read, Interpret, Choice) lessons. There are also a variety of other reading activities (especially during week 1 of our 2-week cycle) such as comprehension, character mapping, text-marking and annotation tasks. Fluency-development tasks include for example, echo reading or skimming and scanning tasks. Drama is used to explore themes and motivations and to provide ideas for writing.

We develop writing skills so that our pupils have the stamina and ability to write at the age-expected standard. To support children in moving towards independent writing, we provide a wide range of activities primarily through the vehicle of the engaging and challenging class texts. We also use film and imagery, modelled, shared and guided writing, editing/re-drafting and discussion as well as developing ideas through drama. Genre-specific tasks provided by the class text and cross-curricular writing for different purposes provide a wide variety of opportunities to develop writing skills. We teach grammar and spelling skills, often through the medium of the class text to keep the learning relevant, engaging, interesting and enjoyable. The children work increasingly independently as they move through the school.

We use discussion and collaborative group work and drama activities to encourage pupils to express and develop their thoughts and ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children’s writing to be published, displayed and read by real audiences; the weekly award and display themes are often English-based.

We use the SSP Sounds Write to teach phonics in Year 3 and as an intervention across the school.

The development of English skills can be found in the *English Progression Maps.*

The development of handwriting follows The *National Handwriting* *Association*’s P-checks model with further intervention for identified individuals and groups based on the S-Factors. Whole-class handwriting is taught throughout Year 3.

Continuing Professional Development of English for the staff (teachers and TAs) is robust with regular training (and re-training) on the different areas of English in line with the current action plan and presenting needs of the school. The coordinators attend training, keep up-to-date with new ideas, guidance and innovations, and pass these on through training sessions and supporting documents and resources.

Impact

We can demonstrate the impact (and effectiveness) of our English curriculum planning by our performance at KS2 SATs which is above the national standard.

We know the impact of our actions as the children progress through the school in the following ways:

* Progression in writing is clear from the half-termly writing assessments. The writing books travel with the children through school and their development and learning needs are clear to see. The assessments show that the children become increasingly sophisticated, accurate and engaging writers. Samples of writing are moderated within year groups to ensure consistency.
* Progress against the age-related expectations is also recorded for all children, this means any “gaps” are clear to see and action to address them can be planned into future sessions. We also run weekly intervention sessions to address misconceptions and develop English skills. Medium-term plans as well as weekly-plans are adjusted to make this possible.
* Weekly planning shows modifications for groups or plans to tackle misconceptions as well as the assessment of the children’s performance against the learning objective.
* Progress reports detail any children identified as under-performing as well as future actions to redress any issues.
* Whole-school-level curriculum planning ensures that the skills, texts and challenges progress as the children move through the school. Therefore if the children continue to meet Age-related expectations, their progress in English is good.
* Through the class texts alone, children read six high-quality, varied, challenging whole texts each year, even without their own independent reading. The children’s Reading Records detail the frequency of reading homework and AR records also record progress and texts read.
* Children show they can write for a range of purposes in their English books, display work and module work. These texts increase in length and complexity as the children move through the school.
* Pupil voice shows the children’s positive attitudes to reading and writing. They are especially motivated by the use of the class texts.
* The quality of writing in other subjects shows that taught skills, such as grammar and punctuation, are transferable to other areas and embedded.