



English Curriculum Intent Statement

Intent

'Let your light shine' Our vision for our community is for everyone, children, and adults, to flourish and shine brightly as the best and fullest version of their unique selves. We aim high and do not let circumstances limit us. 'I will shine. We will shine as, together, we grow in wisdom, learning from the teachings of Jesus, to serve our community.' Our English curriculum has been designed to allow children to let their light shine as both readers, writers and speakers.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all other areas of the curriculum. The acquisition of the necessary knowledge and skills is of the utmost importance to everyone at Stretton and therefore the teaching of all aspects of English is given a high priority within school. Confidence in core language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond. We aim to:

- Create a positive reading and writing culture in school, where both are promoted, enjoyed and considered a pleasure for all pupils
- Ensure that every child becomes a reader, a writer and a confident speaker by the time they leave Stretton Church of England Academy
- Derive a tailored English curriculum that is sequenced to develop the acquisition of knowledge and skills.

As readers...

We are determined that all children at Stretton will learn to read and become fluent readers, regardless of their starting points. Early reading is at the forefront of everything we do and we use Read Write Inc. to provide a progressive program of synthetic phonics which will enable all children to learn to read successfully. Children will read books matched to taught sounds to enable them to progress through the program. Our rich reading curriculum is sequenced coherently throughout the school to provide exposure to a wide range of increasingly more challenging texts in a range of genres and by a variety of authors. Use of Accelerated Reader ensures that pupils are reading books which are well-matched to their developing needs. Lessons, worship and story times will inspire a love of reading as well as equipping children with the ability to question texts to further extend their own understanding and the skills necessary to gain knowledge across the wider curriculum as independent learners.

As writers....

We will build upon our love of reading, with children being immersed in high-quality texts which engage and enthuse them to write for a range of purposes. Children at Stretton will sequentially

study fiction and non-fiction genres, expanding their writing repertoire as they progress through school. They will be taught the writing process through analysis of high-quality models for writing, identifying author techniques and by acquiring rich, ever-expanding vocabulary. Grammar progression is sequenced carefully throughout each key stage, building on concepts previously studied and covering the full range of grammatical concepts covered in KS2. Planned writing opportunities will be in a varied range of genres and for real purposes and audiences. The children will plan, draft and edit their own writing, considering word, sentence and text-level features to build cohesive writing. Lessons will equip children with the ability to express their ideas, taking pride in their writing, developing creativity whilst demonstrating technical proficiency.

As speakers....

Children at Stretton will develop their spoken language, with the aim of being able to debate and to express well-balanced arguments about contemporary issues in society and the environment. Opportunities for talk are built into each lesson to formulate ideas, structures for writing and to self-assess. As a result of this, pupils will become confident and conscious communicators who can self-regulate their understanding of the spoken word. Pupils will develop the skills needed to be successful and articulate in the next stage of their education.

Implementation:

We place reading and a love of books at the heart of our English learning. The English Units Overview (Appendix A – end of this document) shows the focus texts which are studied in both Guided Reading and Writing lessons. We are constantly reviewing quality texts which can be used as a vehicle for this teaching. Our writing lessons are based on Read into Writing, immersing pupils in high-quality texts in order to inspire and engage them. These carefully considered units give rise to a broad range of writing opportunities. In some instances, reading and writing units align to give an even greater depth of understanding. In addition to these elements, children will experience daily story time sessions where teachers model and promote a love of reading. Pupils complete book quizzes on Accelerated Reader, with incentives for becoming a 'reading millionaire' (upon reading one million words).

How will we teach reading?

We use the principles of Scarborough's reading rope to teach reading: we know that word recognition and language comprehension are both essential for children to become fluent readers:

THE MANY STRANDS THAT ARE

LANGUAGE COMPREHENSION

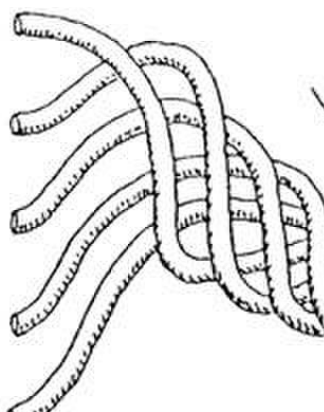
BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURES
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE



Phonics

At Stretton we teach phonics systematically using Read Write Inc. This incorporates:

- Daily lessons exposing the children to sounds and their corresponding graphemes.
- Multi-sensory, fun, focused lessons developing skills in hearing and saying individual sounds to orally blending, speaking, reading and writing.
- Sequencing so that the sounds the children learn to say, read and write become progressively more complex.
- Additional input for pupils requiring immediate intervention, who will also be heard to read more often by teachers and teaching assistants trained in the delivery of early reading.
- Children reading books matched to the sounds which they have been taught.
- Half termly assessments to inform groupings and track progress.
- The online platform Oxford Owl is used to set additional reading opportunities and phonics practice at home.

Expectations for each year group are shown below:

	Reception children	Year 1 children	Year 2 children
End of Autumn 1	Read single letter set 1 sounds	Read Purple storybooks; read some Set 2 sounds	Read Blue storybooks with increasing fluency and comprehension
End of Autumn term	Read all Set 1 sounds; blend words to sound orally	Read Pink storybooks; read all Set 2 sounds	Read Grey storybooks

End of Spring 1	Blend words to read words; read short Ditty stories	Read Orange storybooks; read some Set 3 sounds	Read Grey storybooks with fluency and comprehension
End of Spring term	Read Red storybooks	Read Yellow storybooks	Access whole class reading sessions with fluency and comprehension
End of Summer 1	Read Green storybooks; read some Set 2 sounds	Read Yellow storybooks; read all Set 3 sounds	
End of Summer term	Read Green or Purple storybooks	Read Blue storybooks	

By the end of Year 2, most children will be fluent readers. Children needing additional support may access additional phonics sessions and 1:1 reading to develop confidence.

Whole class reading

All children at Stretton enjoy books as a whole class via daily story-telling sessions. The purpose of these whole class sessions is to:

- promote an enjoyment of, and love for, reading
- provide an opportunity for high quality teacher modelling, questioning and predicting
- expose the children to a range of age-appropriate stories
- provide an opportunity for the children to read aloud as a class














Across the school, children will listen to a core set of stories taken from a range of genres which will enable them to experience a range of stories by significant children's authors throughout their time at Stretton.

What will you see in a reading lesson?

Guided Reading

In addition to story-telling sessions, children in Years 2 to 6 experience whole-class guided reading lessons at least four times per week. Each class has a series of carefully chosen age-appropriate texts. Where appropriate, books complement units studied in the wider curriculum. Each class will complete at least one book every half-term. In lessons, teachers promote enjoyment of reading, model use of grammar and punctuation to aid reading. Pupils are guided in how to make predictions and links throughout a text. Metacognitive skills are modelled and rehearsed regularly and pupils also have opportunities to complete paired reading. In line with our 'I, We, You' structure across school, the end aim is that pupils are sufficiently confident to complete questions independently (linked to the selected assessment focus).


During study of each unit, time is devoted to each of the content domains as identified below:

KS1 content domains			KS2 content domains		
Content domain	Type of question	What does it involve?	Content domain	Type of question	What does it involve?
1a	Words 	Reading words and explaining what they mean.	2a	Word meanings 	Identifying and explaining what words mean in the text.
1b	Retrieve 	Find answers about key information in the text.	2b	Retrieve 	Finding answers within a text.
1c	Sequence 	Explaining the order that things happen.	2c	Summarise 	Explaining the main points contained in a paragraph or more.
1d	Infer 	Explaining my ideas using clues and evidence from the text.	2d	Infer 	Explaining my ideas using clues and evidence from the text.
1e	Predict 	Explaining what I think might happen based on what I have read so far.	2e	Predict 	Explaining what I think might happen using evidence from the text.
			2f	Connect 	Explaining how information or events are linked and organised across a whole text
			2g	Word choices 	Explaining why the author has chosen certain words and phrases.
			2h	Compare 	Talking about similarities and differences across the text.

Vocabulary check

Teachers give pupils opportunities to investigate and activate unfamiliar words using metacognitive skills:

Stuck on a word?

<p>Book clues.</p> <p>Look at the title, the front cover or the illustrations.</p> <p>Do they give you any clues?</p>	<p>Activate the word meaning!</p> <p>Go back to the start of the sentence or paragraph. Read on to the end. What word would make sense?</p> <p>As the wolf howled, the reverberating ululation made the crockery shake.</p>	<p>Chunks</p> <p>Does the word have any common letter strings? -ing -tion -ous</p> <p>Can you break it into syllables? Is it a compound word? handbag outside</p>
<p>First and last letter</p> <p>Use the first and last letters to help.</p> <p>My favourite animal is an</p> <p>a _ _ _ _ _ r</p>	<p>Analogy</p> <p>Use words you already know to read ones you don't.</p> <p><i>metamorphosis</i> met for morph non for pho sister for sis</p>	<p>Shape or picture clues</p> <p>Which word would fit the shape? Do the pictures give you any further clues?</p> <p></p>
<p>High/ medium frequency words</p> <p>Is it a word you just know?</p> <p><u>the</u> and when went brother father</p>	<p>Pattern/ rhyme</p> <p>Is there any repeated or patterned language in the book? And they all lived...</p> <p>Does rhyme help?</p> <p>Sally wanted to be queen, her favourite colours were red and</p>	<p>Phonics</p> <p>If you have tried everything else, then you can break it down sound by sound. This does take a long time though and you might forget where you started! Try something else first.</p>

Independent reading

All children at Stretton have their own reading book which they can take home.

- Children in Years R, 1 and 2 will have independent reading books linked to their level of phonological understanding. They will also choose a library book each week to share at home.
- In Years 3 to 6, children have reading books linked to their Accelerated Reader ZPD (reviewed half-termly). Accelerated Reader is used to assess, monitor, promote and celebrate independent reading. In addition, they will have a book to read for pleasure chosen from class book corners or the library.

Independent reading books are verified by teachers to ensure that they provide an appropriate level of challenge. Some children will be supported to reach age-related standards with additional planned reading sessions with a member of staff.

Reading journals are monitored regularly by teachers and rewards are given such as star points and golden tickets. At the end of each book, pupils complete a book quiz on Accelerated Reader to gain their feedback and to assess their understanding of the book. Pupils who reach one million words will be awarded a special 'Reading Millionaire' award during Stretton Stars worship.

How will we teach writing?

At Stretton, we believe that writing should be a creative and developmental process on both a functional and an imaginative level. All attempts at writing are valued and we know that all children have potential to be successful writers. Transcriptional skills are taught alongside the creative aspects. Immersion in reading, talk and preparation for writing are all essential to the writing development process.

Early Years Foundation Stage

We believe that communication and language, with opportunities to explore reading and writing, underpins children's future learning. The practice in Foundation Stage will follow the Foundation Stage Curriculum and will work towards the Early Learning Goals aiming to meet the statement of the goals by the end of Foundation 2. In FS1 and FS2 the daily routine includes planned and spontaneous activities that include:

- Giving the children a wealth of opportunities to develop and experience speaking and listening; stimulate their early interest in literacy by exploiting play, story, songs and rhymes and provide lots of opportunities, and time to talk with children about their experiences and feelings.
- Use of Drawing Club, allowing pupils to develop ideas using images, turning early mark-making into pictures and later, letters and words which accompany them.
- Experiences that develop gross and fine motor skills through play and handwriting activities.
- Immersion in a print rich environment with opportunities for oral language and written communication.

- Focused group activities that teach children early communication language and literacy skills, using daily phonics and guided reading/writing sessions.
- Big book activities with a shared reading and writing focus.
- ICT activities to enable access to texts and language activities.

KS1

The teaching of writing in KS1 includes:

- Explicitly taught and planned sessions following the guidance and objectives of the National Curriculum.
- Immersion in high-quality texts that promote a reading culture and develop children's oral and written communication.
- Half-termly overviews to identify the intended outcomes for each unit of work and weekly plans tailored to the needs of our children.
- Speaking and listening activities such as role play, pair talk, drama and hot seating in order to prepare pupils for the writing process.
- Explicit teaching of phonics and spelling.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work using a range of genres will develop comprehension and composition skills and the understanding of print.
- Letter formation and handwriting taught and modelled using Letterjoin.

KS2

The teaching of writing in KS2 includes:

- Explicitly taught and planned sessions following the guidance and objectives of the National Curriculum.
- Immersion in high-quality texts that promote a reading culture and develop children's oral and written communication.
- Half-termly overviews to identify the intended outcomes for each unit of work and weekly plans tailored to the needs of our children.
- Explicit teaching of spelling rules and strategies, along with phonics teaching where required.
- Sentence level work led by quality texts to develop grammatical awareness and punctuation skills.
- Text level work involving reading a range of genres to develop comprehension skills and scaffold writing.
- Cross-curricular writing, modelled to promote sustained composition.
- Handwriting and presentational skills taught and modelled using Letterjoin.

What will you see in a writing lesson?

Teachers will share the current lesson's learning in relation to the unit of work and final writing outcome as well as relevant vocabulary. Additional stimuli may be used where it will impact positively on learning. Children will always understand what role each lesson plays in their learning 'journey' within that unit.

Retrieval of previous learning may include exploration of a text to revise its key features; revision of previously taught grammatical rules; or rehearsal of previously taught sentence types or grammatical structures.

Lessons will adopt the 'I, We, You' structure embedded across school, giving pupils time for independent thought and creativity, before modelled examples are given and pupils have opportunities to work with peers to explore features of the given text. The ultimate aim is for pupils to complete writing independently (the 'You'), demonstrating their understanding of the content studied. Within sessions, teachers may employ a range of the following strategies:

1) **Shared writing:** This is modelled by the teacher as the expert writer with contributions from the children. This is teacher-led writing with children watching and contributing ideas. Shared writing is not exclusive to literacy sessions and can be taught within Foundation subjects. The emphasis may be on the generation of ideas, grammatical awareness, spelling and phonics, compositional, transcriptional, and presentational and text level skills or other key strategies needed in writing. Not all of these can be modelled in one session, but the teacher as the expert writer leads the cumulative writing process.

2) **Guided writing that targets children at their point of writing:** Guided writing takes place in small groups with a teaching focus using targets and writing already modelled. The main part of the session is spent by the child writing with the adult intervening as appropriate. In the Foundation stage the child receives more individualised support from the teacher at the point of writing or mark making. During this guided session, the teacher supporting the group will share targets achieved and mark the child's work according to the whole school marking policy.

3) **Opportunities for developmental writing:** Foundation stage children should experience writing in a range of settings and opportunities for developmental writing and this should be available through all areas of learning and throughout the learning environment. Children's own attempts at early writing should be celebrated and promoted, alongside the direct teaching of the key skills that will enable the children to progress through the stages of writing development. In Foundation stage and KS1, children's writing that needs interpretation must be scribed by a teacher or adult working with the group. Ideally this is 'live', during the Literacy session.

4) **Independent writing:** At Stretton, children need regular opportunities to develop confidence and practise their writing skills. Pupils should have the opportunity to write at length regularly (at least once per week and more in KS2). Writing is modelled initially but then pupils draw on their own understanding of word, sentence and text-level features to produce quality writing. Independent writing is supported through the use of dictionaries, word banks, writing frames or plans and alphabet cards. Independent writing should be available to all, with adaptations being made to enable those working towards age-related expectations to access tasks.

Enrichment

Enrichment opportunities are an important part of the Stretton English Curriculum which aim to enhance the knowledge and skills within the curriculum. Planned enrichment opportunities aim to provide new experiences as well as further promote a love of reading and writing. This year, children will again take part in:

- World Book Day
- Summer Reading Challenge
- Author workshops
- Theatre visits
- The annual Coventry Library Quiz for gifted and talented pupils

How we monitor the provision and impact of the English curriculum

Reading

The following monitoring tools focus on decoding, comprehension, metacognition and self-regulation skills:

- Learning walks/pop ins - the teaching and learning is captured through the different stages of the reading lesson.
- Pupil voice - children complete an age-appropriate reading assessment with a leader and their decoding and comprehension strategies are recorded. This pupil voice also captures their interest in and experience of reading at home.
- Book scrutiny – the children bring their reading books as part of their pupil voice to discuss the reading structure, vocabulary focus and content domains.
- Progress towards attainment discussions – these capture the frequency of reading at home along with the number of quizzes completed and scores achieved per half term through Accelerated Reader.

Writing

- Learning walks/pop ins – the teaching and learning is captured through the focus on the use of clear learning outcomes, clear steps to success, modelling of a high quality, age-appropriate non-negotiables, focus on progression of skills throughout school.
- Pupil voice - children can discuss what they are doing well and what they are currently working on in the units studied. The children are able to talk about their progress using their books, identifying improvements in their work.
- Book scrutiny – progress is captured through evidence of clear presentation, a clear teaching sequence and evidence of progress being made in composition and/or transcription.
- Progress towards attainment discussions – these focus on children who are not making expected progress and books are scrutinized to highlight gaps in provision and learning.

Assessment

Reading is assessed using a range of methods:

- Accelerated Reader monitoring tools
- Assessment for learning in lessons (and when reading across the curriculum)
- Termly summative assessments
- Half termly phonics assessments and phonics progress meetings
- Analysis of summative assessments to identify next steps and foci for reading lessons.
- Termly moderation sessions

Writing is assessed by:

- Termly teacher assessments on Insight
- The Interim Teacher Assessment Frameworks for Y2 and Y6
- Assessment for Learning during lessons and when marking children's writing in all curriculum areas
- Moderation sessions with colleagues in Stretton, the MAT and the LA.