

English Curriculum Statement for Long Sutton C of E Primary School

Core Christian Values						
Love	Perseverance	Thankfulness	Hope	Compassion		
Curriculum Drivers						
Developing Independence	Oracy	Reading	Diversity	Aspiration	Community	Enquiry
Subject underpinned by:						
Creativity	Comprehension	Society and culture	Vocabulary	Communication		

Intent	At Long Sutton School the skills of reading, writing and oracy are at the heart of all we do. They are the skills needed to unlock all areas of the curriculum, as well as being the keys to developing understanding, communicating and thinking. Our English curriculum reflects the central position of these skills and supports learning in all subjects. Children are taught to read and write within a culture of inspiring stories, texts and poetry, and with a focus on developing accurate skills in phonics, spelling, editing, handwriting and comprehension. We believe that reading widely develops an appreciation of language, ideas, other cultures and empathy. We teach children to read fluently and with comprehension so they can access a whole world of ideas. We know the importance of learning to read and reading to learn. In addition, Oracy skills underpin the development of social skills and interactions, thinking and questioning. We believe that in learning to talk and learning through talk our children will become confident to express and deepen their knowledge and empower them to find their voice and fully participate in school life and beyond.			
Implementation	Our English curriculum is underpinned by the expectations of the National Curriculum: reading, writing, and speaking and listening . We have designed our English curriculum using key research from the Education Endowment Fund and The Reading Framework. Our oracy curriculum and pedagogy are supported by Voice 21.	Early reading and writing are taught using phonics and recognition of CEWs using the SSP <i>Unlocking Letters and Sounds</i> . This scheme is enhanced with fully decodable books at all levels. Children learn to recognise grapheme-phoneme correspondences, write the graphemes and use a gesture to help them remember. They are taught to blend for reading and segment for spelling.	Writing is taught through Pie Corbett's <i>Talk For Writing</i> approach which teaches the skills of authorship through carefully sequenced units, vocabulary development and a clear structured approach which allows children to develop confidence, creativity and accuracy. Grammar is taught in context where ever possible to ensure children can apply their knowledge in their own writing practice. Children encounter a range of text types throughout their time with us including fiction, non-fiction and poetry. Children in Reception will be given writing experiences through the Drawing club approach.	Oracy skills are taught explicitly following the Oracy 21 framework and progression of language skills. Children use different forms of talk in different contexts: exploratory talk, debating and philosophy, presentation and pair talk. They are taught to listen carefully and use stem sentences to structure purposeful talk. We also use drama to bring text to life and to support the development of vocabulary.
	Reading for pleasure is enhanced by books carefully chosen to reflect the diverse world we live in and to support	Vocabulary We plan carefully for the introduction of new vocabulary across all curriculum areas.	Transcription skills: we set high expectations for presentation of all written work. We teach handwriting progressively from the development of	In key stage 2 we use Accelerated Reader to support children to read a range of texts within their ZPD and to give them opportunities to

	children to develop a better understanding of themselves and others. Every class has a class text which the teacher reads daily to the children. These high-quality texts are chosen for their rich language, great stories, ambitious vocabulary and specific interest.	Children are introduced to tier two words which are taught explicitly and in context. Younger children are given opportunities to try out new vocabulary through role-play, drama and story-telling. Older children will explore the etymology of words and learn how to use the context of sentences to support their understanding.	fine motor skills in the Early Years, printed letter formation and then cursive style from year 2 onwards. Spelling is taught explicitly with children from year 2 upwards having weekly spelling tests following the National curriculum spellings for each year group and the CEWs taught through phonics. We use the Spelling Shed scheme to support our teaching of spelling. Children are taught to edit and redraft their work to ensure the finished piece is the best it can be.	quiz. This supports our assessment of reading and ensures that children are able to access their reading material at an appropriate level. Children are expected to read these books at home and school.
	Cross-curricular The three strands of our English curriculum: reading, writing and oracy underpin all other subjects, and as such we teach our children to apply the skills taught in English lessons across the curriculum. This gives them opportunities to show what they know and to use their skills to communicate their learning.	Poetry We teach poetry through three strands: reading and appreciation of poetry, writing poetry and performing poetry. Children are also encouraged to enter poetry competitions.	Reading comprehension: In key stage 1 children read in a small group with their teacher at least twice a week. They read the same book three times to develop fluency and comprehension. In key stage 2 we use whole class and small group guided reading using progressive, high quality and wide-ranging resources from <i>The Teaching Booth</i>. We focus on the reading skills of summarising, predicting, self-checking for comprehension, activating prior knowledge, inference and deduction. We actively teach the skills of prosody to support comprehension and enjoyment of reading.	Intervention We understand that children may need extra support at times in order to keep making progress or to close any gaps. In English we use small group or 1:1 interventions to support children who need extra help. The focus of these interventions could be: early language (delivered through NELI), fine motor skills/handwriting, reading fluency, reading comprehension, communication skills and phonics.
Impact	Children will enjoy reading and writing, speaking and listening. They will build their English skills through all areas of the curriculum and will be able to communicate their learning and ideas through writing and oracy. They will be able to talk with confidence in a range of situations, ask relevant questions and contribute to class discussions with purposeful talk and appropriate subject-specific vocabulary. They will be motivated to read for pleasure, and they will be able to talk about the books and authors they have enjoyed. They will enjoy hearing and using adventurous vocabulary. Their writing will show that they have taken time to plan, draft and edit their work, applying taught skills, creativity and accuracy in grammar, spelling and handwriting.			