



SIR ROBERT GEFFERY'S PRIMARY SCHOOL

A School for Enthusiasts

*Where we 'live life in its fullness' (John 10.10)
Knowing that God is our strength and with
His help we will be the best we can*

English Curriculum Statement

Intent

At Sir Robert Geffery's, we believe that the teaching of English underpins the curriculum. Therefore, it is our aim to ensure that all children are taught and have rich opportunities to develop a clear understanding of the world around them and express themselves through speaking and listening and reading and writing in a thematic approach. It is essential that children are able to communicate their ideas effectively, speaking clearly and audibly in a collaborative manner to both their peers and adults alike and take into account listeners needs.

At Sir Robert Geffery's, we want our children to become enthusiastic readers who engage in high quality reading opportunities that are challenging, cross-curricular and most importantly enjoyable. Our aim is to ensure that every child has access to a broad range of high-quality texts and opportunities, which enable them to become lifelong, confident readers who read for pleasure and knowledge. We want our children to be able to read widely and fluently, expressing their opinions and preferences about high quality reading materials they read and enjoy.

It is our intention that children use their diverse and rich reading experiences to inform their writing. We aim to immerse our children in an environment that is rich in vocabulary and language (through reading and writing) which they can then apply to both their writing and speaking and listening. It is important that children have the opportunity to write for a range of purposes and audiences applying both spelling and phonic knowledge, grammatical accuracy and creativity.

At Sir Robert Geffery's, we want to ensure that children leave school being expressive and confident communicators; fluent, avid readers and creative, able writers in line with the aims of the National Curriculum.

Implementation

Speaking and Listening

At our school, we recognise the essential role that spoken language and core listening skills provide in developing learning across the entire curriculum. We strive to create a language rich environment where children are both encouraged and taught to ask and answer questions effectively to increase their knowledge and understanding; to use spoken language to express their ideas and feelings through both collaborative group work and talk partner time and use the appropriate spoken language to discuss, explain and justify across the curriculum. We believe that children should be given the opportunity to develop their language skills, through the use of talk for writing and sentence stems which are used across the curriculum e.g. in Maths to support their responses and

reasoning. We consistently discuss and highlight new vocabulary, celebrate words, use word banks and working walls to support children in language acquisition.

In reading sessions, children are encouraged to discuss, justify and make predictions based on a text they are reading, alongside making inferences and giving their opinions to those around them.

Drama based activities such as role play, hot seating and the talk for writing process provide children with opportunities to express themselves creatively in readiness for writing and develop an understanding of the thoughts and feelings of events and others across a wider curriculum. In addition, as children progress through their school years, they are provided with opportunities to speak and perform in front of audiences for different purposes, where they have the opportunities to speak audibly and fluently with expression and creativity.

Reading

At Sir Robert Geffery's, we understand the well-researched and proven strong correlation between children's reading abilities from a young age and their future life chances. We therefore immerse them in an environment of good quality, diverse literature. We have established a reading culture that fully promotes a love of reading throughout the school from the youngest to the oldest children, enabling them to leave as confident, avid readers who are able to use their skills both for their future education and enjoyment.

In the early years and KS1, reading is taught through daily systematic, rigorous phonics teaching, regular story sharing and individual and guided reading sessions. The daily teaching of phonics through the use of the Bug Club Phonics programme enables children to build a knowledge of phonemes and graphemes, as well as increasing their range of sight words, so that they can become readers as quickly as possible. In addition, children take home three books: a Bug Club Phonics reading book as a decodable book; an Oxford Reading Tree book as a book to read and share with an adult exposing them to further rich and varied language; and a library book as a book to be read to for pleasure. Children not keeping up or making insufficient progress are identified quickly for phonics intervention groups or daily individual reading.

When pupils are confident readers in year 2 and upwards, they are entered onto the Accelerated Reader system. Once on Accelerated Reader, children are assessed termly for reading progress and comprehension. Children and teachers choose colour-coded books that match each child's reading level giving them access to a wide range of real texts, new and traditional authors and non-fiction books. Each class has four dedicated 20 to 30 minute guided reading sessions per week. The sessions are well-structured and provide opportunity for pupils to read independently, as part of a group which is adult led and to develop comprehension skills. Pupils identified by class teachers as not making good progress are discussed in pupil review (progress) meetings and interventions are planned and delivered to meet their need and accelerate progress.

Reading is celebrated as part of Sir Robert Geffery's school awards each week, with pupils from different classes receiving awards for reading effort, progress and achievement. Alongside this, children are given reading certificates and badges when they reach milestones as part of Accelerated Reader.

In order to develop a love of reading, teachers read stories to their class, wherever possible linked to their topic learning including class novels, to promote a love and enjoyment of stories, immersing them in the world of imagination. The texts are chosen to stretch the vocabulary of the children and to cover a range of genres, authors and contexts. Good quality reading displays and appealing book corners are organised to engage, interest and draw children in and these are regularly updated with new and exciting books. In addition to these, pupils are encouraged to access the SRG libraries and

change their choice books on a regular basis. We encourage pupils in each class to share their love of reading e.g. by inviting them to recommend great reads to their peers.

Whole school reading events, such as World Book Day and visiting authors all promote a culture of reading pleasure. In addition to this, each year we run parent workshops to share the importance of reading with parents/carers and to share advice and tips so that, from the beginning of the Reception year, we are all working together to support children to become fluent readers.

Writing

At Sir Robert Geffery's the English curriculum has been carefully organised to systematically build on the children's knowledge, skills and understanding. The development of writing begins in EYFS and KS1, with the understanding and application of phonics to writing words as they sound. A wide range of opportunities to apply their knowledge of phonemes and graphemes to writing for different purposes are provided in the EYFS. Children across the school will be exposed to a broad range of fiction, non-fiction and poetry types and will be asked to write in a variety of genres for a range of different audiences. These will be carefully linked to the term's theme and will provide children with a varied vocabulary allowing them to make strong creative links in their writing embedded across the curriculum.

In order to expose children to a variety of genres which helps to utilise and embed the writing skills, teachers use a variety of texts to plan, structure and teach their English lessons. Children become immersed in quality fiction, poetry and non-fiction texts through reading, listening, talk for writing and story maps. It is through these texts, children will learn about grammatical structures, punctuation and layout. The children will subsequently plan, practise and apply these structures in their independent writing. Children are given opportunities to assess their own writing against a success criteria, proof read, edit and therefore uplevel their work and improve written outcomes.

Impact

At Sir Robert Geffery's we are 'A School for Enthusiasts'. Therefore, we ensure that our English curriculum is progressive, interactive and purposeful to enthuse and motivate our children, demonstrating the impact of sustained learning and transferrable skills. Our teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject and we enable children to be both supported and challenged in their learning to be the best they can be.

The impact of our language rich curriculum ensures that by the end of KS2, all of our children have made considerable progress from their starting points in EYFS. With the implementation of the writing journey (including mastering of the Phonic Code) being well established and taught thoroughly, our children become more confident writers. By the time they are in upper Key Stage 2, all genres of writing are familiar to them and teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. Our children also become more confident, fluent readers and they realise the importance of reading for pleasure along with reading for information and knowledge.

Our English vision ensures that children do not only learn how to read, write and communicate effectively, but also encourages children to develop a lifelong love of English allowing them to be fully prepared to succeed in the next stage of their education and throughout their lives.