

English Curriculum Statement

English Intent

At Whitefield, we aim for our children to become highly skilled and confident **SPEAKERS, READERS** and **WRITERS!**

We want our children to love all aspects of the English Curriculum. We want their aspirations to know no bounds as they become the authors, journalists and librarians of the future, but also to understand that their skills in English will enable them to success in whichever path they choose.

In order to successfully deliver a structured, rich curriculum with clear progression of skills, we follow the statutory requirements of the National Curriculum 2014. We believe that English is essential for the educational and social progress of all our pupils, as it allows them to make sense of the ever changing world around them. At Whitefield, we value reading and writing as key life skills, therefore, high priority is given to the teaching of this subject within our school. We are dedicated to enabling all of our pupils to become confident, lifelong readers and writers. Careful selection of texts throughout school enables our pupils to develop a rich and varied understanding of language, with opportunities to transfer this understanding to other areas of the curriculum and to prepare them for their future journey, in education and beyond.



English Implementation

At Whitefield we view the teaching of English as a fundamental part of the holistic development of the pupil, fostering positive behaviours and attitudes toward learning, and providing key knowledge and skills, to benefit pupils throughout their education and beyond.

Our English curriculum is derived around a sequence of high quality age-appropriate texts. We use each text to create opportunities to develop links between reading and writing. There are opportunities to develop fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.



Reading

Reading is taught through exploring age appropriate high quality, vocabulary rich texts. Teachers plan sequence of lessons which are progressive, language rich which focus on skills and strategies including comprehension needed to be proficient readers. Teachers read and model strategies then provide opportunities for children to practice and apply skills and strategies. Teachers plan whole class shared reading, guided reading. In EYFS and KS1 (and where necessary KS2) daily phonic sessions form a central part of the teaching of reading.

Phonics

- At Whitefield, children are given daily opportunities to develop their reading skills. These skills are explicitly taught using a range of activities and resources to engage the pupils.
- Phonics is taught through a synthetic program, Letters and Sounds and supplemented in the Foundation stage by Storytime Phonics
- Children learn the 44 common sounds in the English language and how to blend them to read and spell.

Foundation Stage:

- In Nursery, the children are introduced to phase one in the first term. Pupils develop their listening skills and to discriminate between sounds, recognising rhythm, rhyme and alliteration. They develop oral blending and segmenting of sounds in words.
- In Reception, lessons take place daily. Initially, children are taught in class groups, followed by application activities throughout the Foundation Stage continuous provision. Half termly assessments are completed to ensure appropriate progress is being made. This means that no child is left behind or insufficiently challenged.
- Children apply their phonic knowledge through carefully graded books, according to the phonic phase being taught.



Key Stage One and Two:

- The synthetic phonics approach is continued and the rules and concepts of spelling are introduced. Pupils who require further support in phonics in KS2 continue with dedicated synthetic phonics sessions.
- All pupils from Year 1 to Year 6 will engage in a guided reciprocal reading session at least once a week, where pupils of a similar ability read and discuss the text with an adult; this small group enables pupils to be taught in a way that is focused on their specific needs in order to accelerate progress. During a term, all reading domains will be covered. For pupils working below their chronological reading age, targeted intervention and support is put in place, the Reading Recovery programme in KS1 and a multi-sensory, individually tailored programme in KS2.

Reading for Pleasure

At Whitefield, we actively encourage a love of Reading through a well-resourced library, special events, themed days, author visits, book shops and clubs: pupils have access to a variety of books within each classroom. These books supplement the English and wider curriculum. From Reception to Y6, children visit the library at least once a week, where staff support their pupils to choose books according to what the children enjoy. Staff will encourage a broader knowledge of authors and illustrators, through reading extracts from their reading Aloud Reading spine. Reception and Y5 children buddy up once a week, where Y5 share stories with the younger children. We have a 'Reading for Pleasure calendar', where activities and events are planned to promote reading. Parents are invited to participate in planned activities. Through the sessions we combine cooperative parent-child activities with information and tips for supporting reading at home. We hold regular book sales, where books are donated by community partners or sold at affordable rates enabling all children to purchase a book.

Writing

Being a confident writer and understanding how to write both informally and formally, for different purposes and audiences, has a direct impact on our pupil's skills, not only for the next stage of their education but also their future life opportunities. Writing helps us to: explain; instruct; persuade; inform; communicate; stimulate our imagination and creativity; acquire new skills and experiences; achieve our aspirations and succeed in life.

- At Whitefield we aim to develop our children's ability to produce well-structured, creative and detailed writing in which the meaning is made clear and which engages the interest of the audience/reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Our curriculum allows our pupils to have the opportunity to explore high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing.
- From Y1 to Y6 they follow a specific sequence of lessons where they are immersed, in a text, they analyse it in order to familiarise themselves with its structural features and to enable them to extract features to create effect. The children then plan their writing by gathering their ideas. Modelled and guided writing are used to demonstrate the application of skills and knowledge. Pupils write independently through the processes of draft, revise and edit.

English Impact



At Whitefield, we strive to ensure that our pupil's attainment is in line with, or exceeds, their potential when we consider the varied starting points of all our pupils. We measure this using a range of assessment materials, whilst always considering the age-related expectations for each year group. Rigorous evaluation of these assessments allows for early intervention in an attempt to narrow the gap so that pupils will make at least good progress in Reading, Writing and oracy from their last point of statutory assessment or from their starting point in Nursery. We intend the impact of our English curriculum will ensure our pupils are academically

prepared for life beyond primary school and throughout their educational journey.