

English at Laygate Community School

Intent

At Laygate Community School, we believe that English is a fundamental life skill, which develops children's ability to listen, speak, read and write for a wide range of purposes. It also supports spiritual, moral, social and cultural development.

We believe that development of good quality spoken language is not only vital in its own right, but also essential for reaching their full potential in reading and writing. Therefore, our aim is that the children will use their knowledge, skills and understanding in speaking and listening across a range of different situations with confidence.

We appreciate the need for robust teaching of early reading and phonics so children can fully access the curriculum as early as possible. We aim to provide a rich reading environment alongside the development of vocabulary so that our pupils can develop their comprehension skills. We believe that as they become enthusiastic and critical readers, this will instil a love of reading and a lifelong enjoyment of reading.

We understand that regardless of age, gender, ethnicity or ability all children are enabled to express themselves creatively and imaginatively through reading, writing and purposeful speaking and listening. They will be able to use and apply their spoken English, reading and writing skills across the curriculum.

Implement

- Our English curriculum is based on our own Literacy Spine which outlines a sequence of quality texts from Foundation Stage through to Year 6. The texts have been chosen so our pupils regularly listen to, read and discuss a wide range of texts.
- The Literacy Spine texts are used to support teaching and learning of the different genres.
- The Talk for Writing process is used to internalise a model text through oral retelling (IMITATION), then uses shared writing to innovate on the model before finally inventing their own text. Further independent writing opportunities are made to ensure that the children have embedded these skills. It also provides a strong focus on spoken language skills.
- Throughout each unit there are contextualised grammar, punctuation and spelling activities as well as opportunities to receive discrete spelling or handwriting lessons to support the progression of basic skills. This includes the development of the children's use of cursive script.
- Reading provision happens both within the English units and discretely through age-appropriate activities including the delivery of phonics and guided reading.
- Where appropriate, smaller groups or intervention activities help our pupils access the English curriculum.
- The EYFS Statutory Framework and the Development Matters (non-statutory guidance) underpins the Communication and Language and Literacy teaching and learning.
- Early reading and phonics is delivered using the RWInc phonics programme.
- Reading for pleasure is promoted with daily read aloud sessions and pupils borrow books for home-school reading on a weekly basis.
- Regular subject monitoring (including observations, learning walks, moderation events and coaching) helps us to maintain and develop the quality of teaching and learning in English.
- Teachers use a range of assessment strategies to monitor progress and attainment including assessment for learning to plan for future learning.

Impact

- The curriculum planning ensures skills progression and opportunities to revisit different skills.
- The curriculum allows our children to develop an enthusiasm for the English language which helps them to communicate effectively.
- The children become fluent and able readers who can use their reading skills to access the wider curriculum.
- They are able to express themselves in writing for a range of purposes and in different genres.
- Our pupils leave the school ready for their transition into Year 7 and better able to access the KS3 English curriculum.
- The impact of our English curriculum is also measured through statutory tests and monitored by the SLT and governors.

Please refer to the English Policy for more details.