

## **English**

### **Curriculum Intent**

Our curriculum offers a high-quality English education which provides a foundation for understanding the world and the ability to read, discuss and write about it. At Apley, our English curriculum offer is taught through immersion in high-quality texts to develop young learners to have fluency and depth of understanding in a range of reading, writing, grammar and punctuation skills. The children are also given opportunities to analyse and discuss the social, moral, cultural and spiritual aspects of the texts that they are using and the genres that they are studying.

The expectation is that the majority of pupils will move through each year group following the school's progression document. Our English curriculum focuses on giving the children opportunities to overlearn spelling, punctuation and grammar concepts and the features of different genres throughout the year and the key stages.

### **Curriculum Implementation**

At Apley, we aim to enthuse children in order to develop their thirst for reading and writing. We do this by teaching the key substantive and disciplinary knowledge (skills) children need in order to be able to develop their reading, writing and spoken language in order to apply the taught skills of writing and spelling, punctuation and grammar across the curriculum. Children study English 4 times a week. Children from year 2 (who have completed the phonics programme) to Year 6 also complete daily spelling practice at home and at school. They are tested each week on the spellings set. Children in year 5 and 6 also complete spelling, punctuation and grammar homework based on what has been taught in that week's spelling, punctuation, and grammar lesson using CGP workbooks. Ensuring that children are secure with spelling, punctuation and grammar is a fundamental part of our English curriculum. All children, starting from year 1, will be assessed at the end of their year group on the spellings or spelling patterns covered throughout that year. This is used to identify gaps and inform spelling lists for the following year.

Children learn to write a range of genres using themes which are also linked to the other foundation subjects that they are studying. Through all lessons, the children also read and analyse texts and focus on developing a wide range of vocabulary as this is crucial to develop children's writing and reading comprehension. All children from year 2 upwards have access to writing journals which contain information on the different word classes and banks of vocabulary which the children can select from to use in their writing. Children with specific spelling and vocabulary needs have access to spelling mats and punctuation prompts in the back of their English books. Within EYFS, children are taught writing through their phonics writing sessions. In addition to this, opportunities for English are available in our continuous provision, which children access daily in independent learning time.

### **Curriculum Impact**

Throughout each lesson, formative assessment takes place and feedback is given to the children through written or verbal feedback, close the gap and extension tasks. Children also assess their own work daily by self-assessing against the lesson success criteria and choosing a suitable next step for themselves based on the success criteria.

Children are assessed at the end of each 2 or 3 week genre on their independent writing. Teachers then use this assessment to influence their planning and ensure they are providing an English curriculum that will allow each child to progress. The teaching of English is also monitored on a termly basis through book scrutinies, learning walks and pupil voice activities. In EYFS, observations and assessments are completed regularly throughout the week. Each term children from Year 1 and above complete a summative NFER spelling, punctuation, and grammar assessment to help them to develop their testing approach and demonstrate their understanding of the spelling, punctuation and grammar covered. Year 2 and Year 6 will use previous SATs papers. The results from both the formative assessment and summative assessment is then used to determine children's progress and attainment and to inform planning for the following term.