

## English Policy Document

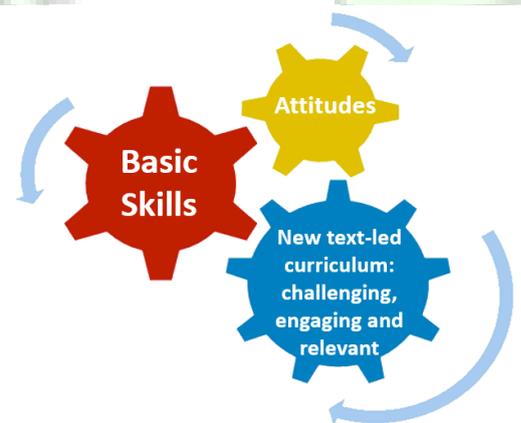
At Carnagill School, our curriculum is built around the attitudes and values of independence, curiosity, aspiration, commitment, kindness and pride. Our school motto of 'Inspiring Bright Futures Together' demonstrates our commitment to developing the whole child so that they can succeed in life. Mental health and well-being is a key driver in restoring our school community after the disruption of the pandemic.

### Intent

At Carnagill School, we believe that the curriculum we offer our children will:

- Respond to the shifting needs of our changing and diverse community
- Have high quality and engaging learning opportunities
- Be practical, flexible and provide real life experiences
- Develop the whole child – social, emotional, moral and spiritual development
- Promote positive well-being and develop resilience and emotional regulation
- Develop an understanding of their place in their community and in the world
- Be knowledge and skills based which will prepare the children for life
- Create a lifelong love of learning

Our curriculum:



# Carnagill Community Primary School

## Intent, Implementation and Impact

We aim to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they develop lifelong skills and knowledge.

We believe that English underpins almost every area of the wider curriculum; enabling our pupils to access the knowledge they need and give the ability to communicate this effectively. Because of this, we have designed a text-led curriculum, where high-quality engaging texts open the door to other times, cultures and experiences, and where writing provides the means through which to express what they find there.

The pandemic has impacted the learning of every child. For our pupils in particular, without access to appropriate reading material, the ongoing reinforcement of basic literacy skills and high-quality first teaching, their progress has slowed. The effect on writing has been particularly stark. The road to recovery needs to be sharp in focus, nurturing in approach and overly engaging in order to ensure our pupils regain what they have lost.

## Basic Skills and Attitudes across the Curriculum

The quality of education is underpinned by:

Basic Skills	Attitudes
Talk Vocabulary Handwriting Spelling and grammar Arithmetic (as appropriate)	Independence Curiosity Pride Aspiration Commitment Kindness

## Speaking and Listening

### Intent

We want our pupils to be confident speakers, able to express their thoughts, ideas and opinions effectively, taking account of their audience. They should learn to listen effectively, able to take in information from what they hear and respond appropriately. They should be able to use Standard English when it is required and recognise when it is appropriate to use less formal vocabulary. We want our pupils to be expressive in their speech, able to use their tone and body language or facial expression to add meaning – whether taking on a role in a performance, reciting a poem or delivering a speech.

At Carnagill, effective speaking is also seen as the gateway to writing. Through oral rehearsal, high-quality vocabulary and sentence structure is developed and refined, impacting on their other English skills.

### Implementation

#### **Curriculum design:**

- Speaking and Listening will be explicitly planned and taught in order to ensure effective development of the required skills;
- Application of Sp & L should be present in every lesson, regardless of the curriculum area;
- Opportunities for performing poetry and plays, making presentations and speeches are included in long-term plans.

#### **Knowledge:**

- Basic skills are a key priority at Carnagill;

- Skills and knowledge are selected from National Curriculum and these are assessed against key criteria on Insight;
- Understanding of different types of talk, audiences and how this should affect how we speak are reinforced throughout the curriculum.

### **Teaching**

- Teachers plan for the development of talk through curriculum plans for English (The Literary Curriculum);
- Talk is planned for across other curriculum areas as a tool for oral rehearsal, exploring and investigating, sharing of viewpoints, and the presentation of work.
- Through the use of sentence stems, high –quality talk is modelled and high expectations ensure children use these models to structure their own talk;
- Accurate grammar and appropriate vocabulary modelled by all adults in school.

### **Vocabulary Development**

- Promotion of rich language is essential and its use and its understanding is prioritised across the curriculum;
- New vocabulary is collected and defined early in topics and is revisited regularly to embed. Evidence of this is seen in books and on working walls.
- Children are expected to use new vocabulary accurately both in their speech and writing.

### Impact

Children will:

- Speak accurately and expressively for a variety of purposes;
- Listen effectively to peers, adults and recordings and be able to retrieve and retain key knowledge from what they hear;
- Confidently share their thoughts and views, giving justification to back them up;
- Respectfully engage in group discussion, able to challenge the views of others in a mature and courteous manner;
- Know how to modify their vocabulary, voice and sentence structure to suit their audience;
- Recite and perform confidently in front of audiences.

### **Reading (including Early Reading)**

#### Intent

We want our pupils to develop a love of books from an early age. By sharing stories, poems and rhymes, pupils learn to join in, to recall and to retell in their own words or actions. They talk about books they enjoy, authors they know and make links between books, stories and their own lives. Children develop into readers themselves, accessing words through synthetic phonics and reading books appropriate to their phonic development, while enjoying more challenging texts through shared reading. As fluency develops, they read with pace and expression, sustaining their reading and their interest in longer, more complex texts, becoming curious about words, their meanings and how they are used.

They become familiar with characters, settings and the language of story-telling and poetry, taking on the role of characters and making inferences about emotions and behaviour.

Through analysis of language, children learn to appreciate the beauty of the written word and recognise the impact and effect a phrase or image creates in them as a reader.

They access non-fiction confidently, retrieving relevant information, summarising and assessing its reliability as a source, to support their learning in other curriculum areas.

#### Implementation

## Curriculum design:

- High profile of reading and books throughout school – all other curriculum planning 'hang' off the English text.
- Rigorous teaching of phonics in EY and KS1 using Read Write Inc, as well as for individuals throughout school;
- High quality texts act as drivers for topics across the curriculum and within continuous provision in EYFS and KS1
- The Literary Curriculum's quality texts form the focus of teaching in English in KS2, improving engagement, knowledge of texts and authors, as well as providing a scaffold from which to hang other knowledge;
- Comprehension skills are fully embedded into the teaching of English, ensuring knowledge is connected and relevant to our pupils;
- Build the desire to read for pleasure.

## Knowledge

- Secure phonic knowledge (RWI) as the prime approach to decoding;
- High frequency and non-decodable 'tricky' words;
- Prefixes and suffixes, their meanings and effect;
- The role of punctuation in reading;
- Wide range of vocabulary, including strategies for using context to work out unfamiliar words;
- How to make predictions and connection; and summarise about they read independently and what is read to them;
- How to make inferences and justify those with evidence from the text;
- Identifying themes and conventions
- About genres and authors, and how to choose books that interest them and share those choices with peers.

## Teaching

- Daily RWI lessons (EYFS, KS1)
- Daily English lesson based around a class text (KS2)
- Focused teaching of decoding skills (word reading)
- Discrete Comprehension sessions (KS2)
- Daily shared reading
- Classroom library
- Access to library – school and community
- Engaging, fluent reading style modelled by all adults in school
- Working walls used to support teaching

## Vocabulary Development

- Key vocabulary for reading skills is identified, discussed and displayed;
- Text specific vocabulary is identified and discussed, and displayed, being added to throughout reading;
- Exposure to vocabulary from other places and times is built in, through the variety of text choices;
- New vocabulary is modelled and children are encouraged to use those new words.

## Other

- Daily home reading is encouraged and rewarded;
- Increased access to a variety of reading material through class reading areas, the school library, virtual libraries on our website, visits to the local library, yearly Book Fair.

## Impact

Children will:

# Carnagill Community Primary School

- Demonstrate a love of books and reading, and be able to talk about the part reading plays in their life;
- Talk confidently about the books they enjoy, why they enjoy them and make regular recommendations
- Read fluently and confidently with expression;
- Have a range of strategies to tackle unfamiliar words, both the decoding and definition;
- Enjoy learning new words and retain that new knowledge;
- Be able to analyse texts effectively, making comments about the plot and characters, as well as their genre, structure and language;
- Comment on the author, the language or technique they have used and the impact it had on them (or could have on another reader).

## Writing

### Intent

Children should learn to write so that they can be easily understood – forming letters effectively and efficiently in a neat, joined writing style; as well as having accurate spelling knowledge backed up by secure synthetic phonics.

They should write with purpose, giving meaning to even early writing; learning to manipulate the form to suit their audience and have the vocabulary to convey their meaning. They should develop the grammar and punctuation knowledge to facilitate this.

Finally, and most importantly, they should become authors - able to make choices about vocabulary, sentences, ways of presenting – consciously making those choices that will affect how their reader responds to their writing.

In the words of one pupil, *“we should write to inspire others to read it.”*

### Implementation

#### **Curriculum design:**

- Quality of writing is a key focus across school and is displayed and celebrated;
- High-quality texts form the focus of all teaching in English, providing context and purpose to their writing as well as providing a scaffold from which to hang other knowledge (The Literary Curriculum);
- Grammar, punctuation and vocabulary teaching is fully embedded in the teaching cycle for English;
- Writing is a focus across the wider curriculum, providing opportunity for the application of skills learned - and time for this is given in the timetable
- Spelling and handwriting are taught discretely and expectations in these basic skills are high and consistent throughout the curriculum areas.

#### **Knowledge**

- Secure phonic knowledge (Letters and Sounds) as the prime approach to spelling;
- Spelling of high frequency and non-decodable 'tricky' words;
- Prefixes and suffixes, their meanings and effect as an aid to spelling;
- Correct formation of lower and upper case letters, and strategies for joining letters;
- Accurate use of punctuation marks to provide sense and impact to writing;
- That writing should have purpose and an audience, and how affects how and what we write;
- Accurate grammar to enable work is easily understood and meets its purpose;
- Different techniques used by authors and the impact of vocabulary choices on the reader.

#### **Teaching**

- Daily RWI lesson including Get Writing! (Reception and KS1)
- Daily English focus/lesson based around a class text (KS2)

- Grammar fully embedded in English teaching (not discrete)
- Consistent high expectations across the curriculum for accuracy and handwriting
- Cross-curricular writing opportunities
- Use of the Bullseye to encourage understanding of audience, purpose and form
- Writing tasks to have purpose
- High expectations of grammar, spelling and handwriting modelled by all adults in school
- Consistent expectations for handwriting and spelling across all wider curriculum subjects.

### **Vocabulary Development**

- Key and text specific vocabulary is identified, discussed and displayed;
- Any new vocabulary (including that from other times and places) is modelled and children are encouraged to use those new words in their writing.

### Impact

Children will:

- Be keen writers, showing pleasure and pride in their writing;
- Talk confidently about their writing, commenting on what they wrote, why they wrote it and how they did it;
- Use accurate grammar and spelling, and neat handwriting (appropriate to their age and stage) so that work can be easily read and understood;
- View writing as a method of communicating with the world around them, able to manipulate their language and style to meet their chosen purpose.

