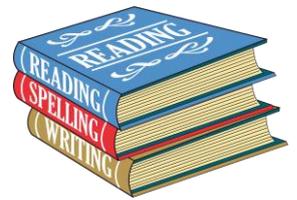




English Curriculum

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

(DfE: NC in England- English Programmes of Study: Key Stage 1 and 2)



English is paramount in education and society. At Beever Primary School, we teach our pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Literature plays a key role in pupils' cultural, emotional, intellectual, social and spiritual development, therefore our reading curriculum is well mapped to ensure breadth and challenge, enabling our pupils to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The Beever English curriculum ensures that children acquire social confidence and the ability to make points or arguments clearly and constructively, listen attentively to the views of others, behave with courtesy and good manners and speak persuasively to an audience. Through a curriculum of breadth and ambition, we promote high standards of language and literacy. We equip pupils with a strong command of the spoken and written word and we develop their love of literature through widespread reading for enjoyment.

Our English curriculum aims to ensure that all pupils:

- Read easily, fluently and with good understanding.
- Develop the habit of reading widely and often, for both pleasure and information.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Appreciate our rich and varied literary heritage.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. At Beever Primary School, we ensure the continual development of pupils' confidence and competence in spoken language and listening skills. We believe pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and our staff ensure that pupils build secure foundations by using discussion to probe and remedy their English. We also believe pupils should be taught to understand and use the conventions for discussion and debate as well as be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama by adopting, creating and sustaining a range of roles, responding appropriately to others in role. Our pupils have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

'The Beever Pledge', our commitment to giving the best education to our children, acknowledges the importance of developing children's spoken language through many of its elements, in particular through the strand 'Be a Performer'. Class performances and nativities, alongside opportunities to engage in drama based activities, are regularly planned.

Reading

Our curriculum for reading at key stages 1 and 2 consists of two dimensions:

- word reading
- comprehension (both listening and reading)

Phonics is emphasised in the early teaching of reading, through the Read Write Inc programme, when children first start at Beever. Comprehension skills develop through pupils' experience of high-quality discussion with their teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Children in Reception begin with daily twenty-minute Read Write Inc sessions and these build up so that in the Summer Term the sessions are an hour long. In Key Stage 1, children continue on the Read Write Inc programme and some children may progress on to RWI comprehension. In addition to these sessions, separate guided reading group sessions take place each day and these are enhanced with one-to-one reading and story time sessions.

In Key Stage 2, daily guided reading sessions take place. Texts are carefully selected to ensure the children have access to non-fiction and a wide range of fiction genres written by a variety of authors. Teachers carefully plan reading sessions to focus on the national curriculum reading content domains.

Reading for pleasure and developing a reading culture is a priority throughout school. All classes have daily story time, during which teaching staff read quality texts aloud, and they have 'Favourite Five' baskets containing their most loved stories. All year groups learn to appreciate poetry and each class has a designated poet to study. A love of reading is enhanced through stories in assemblies, through celebrations of cultural events (including World Book Day) and through our visitors to school.

Writing

Our curriculum for writing at key stages 1 and 2 is constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Our pupils are taught how to plan, revise and evaluate their writing. Pupils are taught to spell quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Pupils learn to compose by forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

When our children arrive in Reception, we teach them to correctly form and orientate letters. Through the Read Write Inc programme children learn a phrase to help them remember how to write letters and as they progress we teach them about ascenders and descenders so that letters are of relative size to one another. Daily handwriting practice and reinforcement in all classes helps with the development of fluent, legible and, eventually, speedy handwriting.

Grammar, punctuation and spelling are taught in-line with the national curriculum objectives either discreetly or in context within English lessons. In Years 3 to 6, children build on the firm foundations gained through Read Write Inc and specific spelling knowledge is taught using the Rising Stars spelling programme. Writing opportunities are carefully mapped so the children engage in writing tasks for a range of audiences and purposes. Writing is linked to the overarching themes/topic enquiry to provide meaning and clarity and all units include modelled, shared and guided writing followed by independent tasks. Pupils also have opportunities to write at length through other subject areas.

For further information about the Primary English Curriculum visit:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>