



English Curriculum Statement

Intent

At Coleman Primary, we believe that a quality English Curriculum should develop children's love of reading, writing and discussion and expose them to a rich diet of high-quality texts and stimuli, as well as frequent, purposeful opportunities to practise and review key skills. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- 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 language and style for a range of contexts, purposes and audiences
- use discussion in order to learn, showing an ability to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading Implementation

Our Reading Curriculum is vocabulary rich and we successfully use immersive texts through our Ready Steady Comprehension programme to develop the wide range of skills and knowledge needed to be a confident reader. Ready Steady Comprehension provides a clear teaching sequence to reading sessions that explicitly teach reading skills and strategies in a cumulative way through evidence-based approaches.

In Key Stage 1 our children have a daily shared reading lesson following the structure;

- **Day 1 Teacher Read** - Vocabulary from the vehicle text is shared and discussed first to ease 'cognitive load' for children. Anchor Question(s), are shared which enables children to read for a purpose.

Questioning and enjoyment with the text is important here. Choral reading is featured to develop fluency.

- **Day 2 Teacher Model** - Teacher models reading skills and strategies explicitly demonstrating how these are applied when 'being' a reader. Teacher also models the important textual evidence required to answer Anchor Question(s).

Children Practise - Children explore new vocabulary and through paired and table discussion, read the text again. Children text marking is a common feature of this step of both new vocabulary and important evidence towards the Anchor Questions.

Children Apply Children demonstrate how they have internalised new reading skills, strategies and their understanding of the vehicle text. Reading evidence may well be placed in Reading Journals. Formative assessments and bespoke feedback on learning help teachers plan for subsequent learning. Step 4 enables feedback on evidence against the Anchor Question(s) and the application of taught strategies and skills.

This pattern is repeated for 8 lessons, ensuring that the children have time to fully explore the text and develop the taught reading strategies and skills. Every 9th lesson is an opportunity for children to apply those subject skills and knowledge taught in the previous 8 lessons through an extended application session. This also allows teachers to gather important assessment information and tailor the following lessons accordingly.

In Key Stage 2, the children have a daily shared reading session which follows the structure of Day 1 – Day 4 **Teacher Read - Teacher Model - Children Practise - Children Apply**. Day 5 is an extended application session allowing the children to independently apply the skills and strategies that they have been taught that week.

Across both Key Stages, the children are exposed to a range of high-quality texts, including poetry, fiction and non-fiction. Texts are sometimes related to the non-core curriculum which enables our children to deepen their knowledge and understanding in these areas. Children's classics as well as the best of modern literature are represented, and the texts reflect the diversity of life in modern Britain.

Accelerated Reader is used from Year 2 upwards to promote reading for pleasure. Children are able to select books for their own reading from a well-stocked school selection. All fiction books are finely levelled using the AR system which is determined by the ATOS formula thus supporting children with

their choices. There is a recently created library which is well stocked with books that link to curriculum areas as well children's interests. We also celebrate and encourage reading for pleasure by taking part in special days such as World Book Day and having authors visit. Coleman takes part in local initiatives such as 'Our Best Books' and 'Our Best Picture Books,' encouraging our children to engage in discussions about books and develop their own personal preferences.

Writing Implementation

In Key Stage 1 we follow the Talk for Writing approach. This approach enables children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version. The teaching begins with a creative 'hook' which engages the pupils with a sense of enjoyment, audience and purpose. The model text is pitched well above the pupil's level and has built into it the underlying, transferable structures and language patterns that children will need when they are writing. This is learned using a 'text map' and actions to strengthen memory and help children internalise the text. Once children can 'talk like the text', the model and other examples are then read for vocabulary and comprehension before being analysed for the basic text (boxing up) and language patterns as well as writing techniques or toolkits. Short-burst writing is used to practise key focuses such as description, persuasion or scientific explanation. Once children are familiar with the model text, they then start to create their own versions. Through planning, children change the text map and orally develop ideas prior to writing. Shared and guided writing is used over a number of days and feedback is given so pupils can improve their own work. Eventually, students move on to the final phase, which is when they apply independently what has been taught and practised. Children are guided through planning, drafting and revising their work independently. At every stage of the writing process, teachers clearly model their 'think alouds' as expert writers, scaffolding the writing process for all learners. Writing may be staged over several days.

In Key Stage 2 the writing units are based on high-quality children's books to further expose our children to the very best of children's literature. The writing teaching sequences have been carefully planned so that knowledge builds incrementally and with consideration to the review of prior learning and embedding new learning. Through teaching sequences, children learn how to read as a reader and as a writer, understanding the meaning of what is being read and the impact and effect of language and syntax. A systematic approach

to modelled writing makes the expectations for independent writing explicit and makes clear the grammar and vocabulary that children will be expected to apply. Children are taught to independently write and redraft their work to a standard of excellence. End of unit final outcomes provide an opportunity to assess how well children have embedded the knowledge and skills taught in the unit

Impact

In Key Stage 1 and Key Stage 2 the impact of our Reading Curriculum is measured in many ways to ensure that our judgments are clear and accurate. A combination of test data, evidence from the curriculum and Accelerated Reader is used to secure judgements in reading. Test data comes from SATS and termly Rising Star comprehension tests (In Years 1, 3, 4 and 5). We also use Accelerated Reader tests (AR quiz every time a child completes a book and termly Star Reader tests) to formulate our judgments. Evidence from the curriculum is gathered from English books and Shared Reading session notes as well as any 1:1 reading with the child.

The impact of the Reading Curriculum in Key Stage 1 is that there has been a pleasing increase in the number of children achieving EXS at the end of the key stage. The curriculum has been rolled out to Key Stage 2 recently and is in its infancy so there is currently no data for this. However, this will be a priority for the school and will be monitored closely to ensure its success.

In Key Stage 1 and 2 the impact of our Writing Curriculum is measured by gathering evidence from children's English books as well as writing across the curriculum. The teachers use objectives from the National Curriculum and the Leicester City standard descriptions to ensure that judgements are sound, to ensure that expectations, standards and accuracy remain consistent and that there is parity across the year groups. The Writing Curriculum has recently been revised in order to bring it up to date with the best of current educational research. As such, there is no direct impact measure of current practice in terms of data.

Both reading and writing are also carefully monitored by the Senior Leadership Team and the English Lead through regular learning walks, planning scrutiny, book scrutiny and pupil voice interviews. These are used alongside the assessment information to triangulate judgments. Staff also attend termly moderation sessions with other schools within our development group to ensure that there is parity between teacher assessments and judgments. Regular Pupil Progress Meetings ensure that any child who is falling behind is

supported to catch up. This may include placing the child in a short-term, evidence-based intervention or ensuring extra support is put in place during lessons.