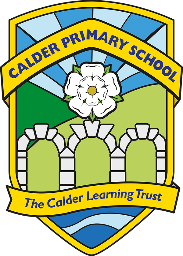
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**Calder Primary School**

**English**

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**Intent**

At Calder Primary School we believe that a quality English curriculum should develop children’s love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides purposeful opportunities for pupils to develop their skills and become adept readers, writers and communicators.

Pupils are encouraged to be ambitious in their reading and we have a wide range of fiction, non-fiction and poetry books in both our classrooms and school library. We celebrate reading through our weekly Golden Book and annual events such as World Book Day, Roald Dahl Day and Puffin Virtually Live Events. More able readers take part in the Calderdale Schools World Book Day Quiz and the Calderdale Book of the Year events.

Our curriculum closely follows the aims of the National Curriculum for English 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 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.

These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

**Implementation:**

To ensure high standards of teaching and learning in English, we implement a curriculum that is progressive throughout the whole school.

Teachers plan lessons for their class using our progression of knowledge and skills document and planning writing for purpose across the curriculum. The progression document ensures the curriculum is covered and the skills/knowledge taught are progressive.

Pupils have a daily English session each morning. Spelling, grammar, handwriting and punctuation are taught in English lessons and embedded across the curriculum. Pupils in Reception and Year 1 and some pupils in Year 2 have daily phonics as part of this in differentiated groups using the 'Read, Write Inc' scheme.

English work focuses on a class text each half term, through the Power of Reading scheme, which they read together and which inspires a wide range of fiction and non-fiction writing, poetry, debate, drama and artwork. Alongside this, writing in a range of genres and for a range of purposes is carefully planned and developed so that pupils can apply this across the curriculum.

We promote an enjoyment and love of books by having reading areas in each classroom, with books which match pupils' phonic learning as well as fiction and non-fiction texts and these are also regularly updated from our library. Year 5/6 pupils act as librarians: helping organising the library, recommending books and giving pupils the opportunity to borrow books for home each week.

In Reception, Year 1 and Year 2, pupils bring home a RWI class book and the corresponding RWI book bag book to read each week. In Key Stage 2, reading books are appropriate to the pupils' ages and stages in reading and pupils are encouraged to read regularly for pleasure. All classes have an ongoing book to enjoy together during a whole school timetabled story time. Pupils also take part in regular reading aloud to an adult and guided reading sessions.

We encourage the development of speaking and listening through drama and role-play activities as part of English lessons, with additional opportunities for debating activities and performing in class assemblies, nativity concerts and our end of year production.

Spelling, Punctuation and Grammar are taught explicitly each week using the same scheme throughout school as well as through writing across the curriculum.

We aim to provide a variety of opportunities to develop a love of literacy inside and outside the classroom. Educational visits and visitors provide additional opportunities to explore language, for example visiting poets and authors. We have links with Calderdale Library Service, who visit our assemblies to share stories and promote projects with the children, for example the Summer Reading project which we do annually.

In EYFS, pupils share quality text together daily, enjoying stories, poems and rhymes together. As part of their continuous provision there is always a story corner and opportunities for literacy are woven throughout each provision area, for example opportunities to write in the role play, create signs and labels in DT and develop subject specific language.

Our English teaching is inclusive for all pupils through differentiated tasks and a variety of learning styles. We ensure smartboards and whiteboards follow dyslexia friendly strategies and have additional resources to support pupils with SEN as needed. We provide opportunities for pupils to enhance their learning across the curriculum, including for more able pupils through challenging texts and writing extending pieces. Pupils are also given the opportunities to apply and extend their knowledge through creative homework projects.

Achievement in English is celebrated on Twitter and through our achievement assemblies each Friday.

**Impact:**

Within English, we measure progress through planned formative and summative assessment points each half term.

Our English curriculum is high quality, well thought out and planned to demonstrate progression.

All children will enjoy writing across a range of genres, make links and apply their skills in cross-curricular topics. Children of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded. They will have developed a wide vocabulary that they are able to use within their writing and will have a good knowledge of how to adapt their writing based on the context and audience. Children will leave school being able to effectively apply the spelling rules and patterns they have been taught.

We measure the impact of our curriculum through the following methods:

* Continuous assessment for learning through quality first teaching
* Summative assessment half termly using RWI assessments and SATs assessments and pupil tracking through Target Tracker to ensure all pupils are on track
* Images and videos of the children’s practical learning.
* Interviewing the pupils about their learning (pupil voice).
* Moderation staff meetings where pupil’s books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class’s work.
* Marking and feedback of written work in books.