



English Curriculum Statement

September 2022

Rational / Vision

Founded in hope St. Mary's CE (VA) Primary School is a place where all can find their voice, grow in wisdom and live well in community and service.



English plays a fundamental role in realising our school vision.

Finding our voice: Oracy is core to our English curriculum through developing the skills and knowledge will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. It enables children both to find their voice through communicating with others. Doing this effectively for a variety of purposes will allow them to examine their own and others' experiences, feelings and ideas, giving this order and meaning.

Living in community and service: Pupils need English as a fundamental skill to allow them to belong in a community. Through learning in a community, we aim to develop a love of reading and writing. We firmly believe that the teaching of the English curriculum will be inclusive to all children, inspiring them through an outstanding learning experience, which will enable them to make good progress and leave us as responsible, happy citizens with a love of Reading.

Growing in wisdom: We believe that reading and writing are life skills that every child should be entitled to have. Without the ability to read and decode text, so much is closed off to a child and later as an adult. We want not only to inspire children through books but also to promote a love of reading to empower our children to become lifelong readers. Books should be a gateway to other worlds and the opening of our imaginations. English is central to children's intellectual, emotional and social development it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

Writing

Intent

Talk for Writing has been selected as our writing structure to strengthen the teaching of writing across school as well as contributing towards addressing wider key identified barriers to learning and achieving better outcomes.

Identified barriers:

- High percentage of disadvantaged children who have other multiple potential barriers to learning – EAL/New to English, Vulnerable, SEND, Mobility, Attendance, Parental Support.
- Challenges children enter Lower Foundation significantly below age related expectations, primarily within the area of Communication and Language.
- EAL children face moving from social language acquisition to academic language acquisition, particularly as they move through KS2.

Observations indicate that many children find the writing process, both fiction and non-fiction, extremely challenging. In order to write these sentence patterns in the style of a given text EEF suggest writing strategies should be explicitly taught and modelled using the 'gradual release of responsibility' model. The TWF process of "Imitation - Innovation - Invention" strongly promote the use of quality modelled writing followed by innovation.

T4W will ensure there is support for all teachers and everyone is trained using the same methods and approaches so the standard is high and consistent across school.

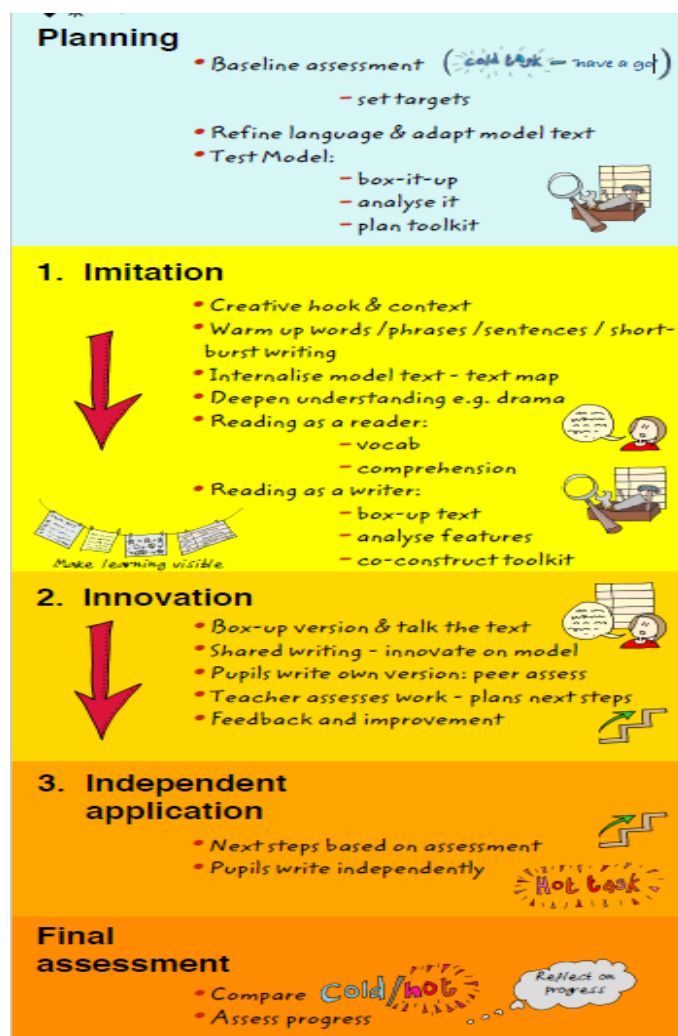
St. Mary's are currently working in Partnership with Voice 21 to develop a structured approach to the teaching of speaking and listening across school and building in wider opportunities for children to learn through speaking and listening. Purposeful speaking and listening activities support the development of children's language capability and provide a foundation for thinking and communication.

There is plenty of evidence that proves that oral language skills support writing in younger pupils and in those struggling with writing. The links between reading and writing are well established and the relationships between these core fundamentals are bidirectional. However, as children get older and literacy skills are more developed, text is more complex than speaking and draws on a range of different grammatical and structural features that are not used when speaking.

Implementation

We follow the Talk for Writing process. Through this process, children will orally recite and act out popular stories. This oral base is then built upon by the teacher then maps out the story using pictures when appropriate. The repetition allows the children to internalise the language patterns and text features. Children are then taught to use the underlying structure of the original text to create their own version on a different topic. Over time, they move towards independent writing as they create texts about their own topics.

The Talk for Writing Process



Impact

Long term pupils will:

- Be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- Enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately modelled and scaffolded
- Have a wide vocabulary and be adventurous with vocabulary choices within their writing
- Have a good knowledge of how to adapt their writing based on the context and audience
- Leave primary school being able to effectively apply spelling rules and patterns they have been taught
- Make good and better progress from their starting points to achieve their full potential
- Pupils of all abilities will succeed in all English lessons because work will be appropriately scaffolded.

Reading

Intent

At St Mary's, we value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy.

- We read to children every day (across the curriculum). We choose these books/texts carefully as we want children to experience a wide range of genres, including books that reflect the children at St Mary's and our local community as well as books that open windows into other worlds and cultures.
- Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.
- In Nursery/Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed.
- Children from Nursery/Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.
- As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.
- The school library is made available for classes to use. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops etc).

Our aim is for children to be reading fluently by Y2. Teaching reading is done through a rigorous phonics teaching strategy from EYFS - Y1 by teaching children to segment and blend, sight read tricky words and common exception words.

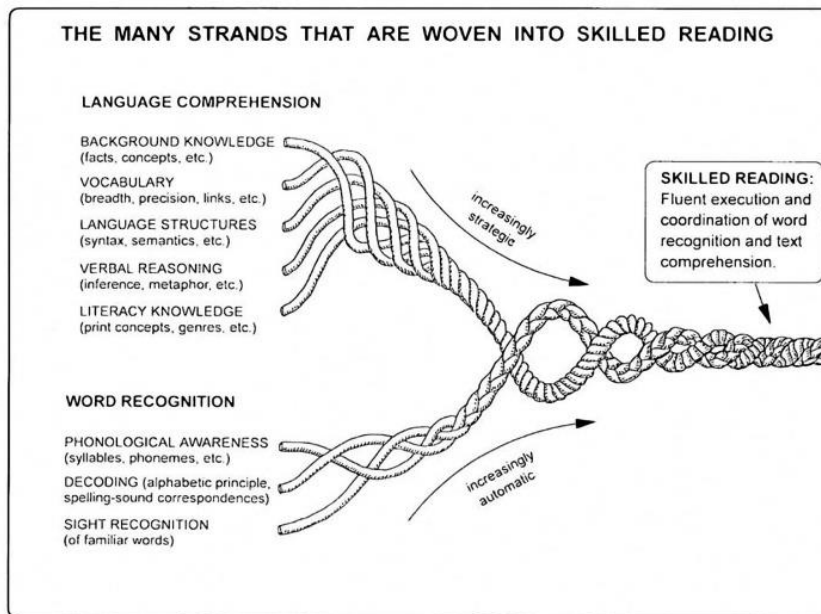
We understand at St Mary's that the most effective way to improve reading is through oral discussion of a text. We also recognise that vocabulary is a key component to reading, and this is more challenging where children have a vocabulary deficit. We aim to get children to notice words and be interested in them; this happens through discussion and teachers modelling this curiosity.

Reading comprehension can be improved by teaching pupils' specific strategies that they can apply to both check how well they can comprehend what they have read; overcoming barriers to comprehension.

Implementation

We use the Scarborough's Reading Rope as a basis of our implantation for reading.

It is made up of lower and upper strands. When all these component parts intertwine it results in skilled and accurate, fluent reading with strong comprehension. We use this understanding of the structure of reading to form the basis of how we approach teaching reading at St. Mary's.



Language Comprehension

1) Background Knowledge

Readers rely on background knowledge to attend to and make sense of what they are reading. When a reader has background knowledge of a subject to draw on, they are more likely to find the text more interesting, easier to remain focused on, and less taxing on their hard-working brains. This is especially important for readers who are still relying heavily on word decoding rather than rapid word recognition. At St Mary's we ensure the children read, are read to and have access to a wide range of texts. These are read to them during our Monday reading lessons, topic lessons and whole class reading for enjoyment. We believe that the more knowledge they have about a variety of subjects, topics and ideas the more likely they will be able to make sense of what they are reading, and the more likely they will add to their body of knowledge.

2) Vocabulary

Similar to background knowledge, an extensive and rich vocabulary enables readers to make sense of what they are reading. Being able to decode words is one thing; being able to match that string of sounds to a thought, idea or concept is another. The richer a reader's listening and spoken vocabulary, the easier they will find it to read through texts that contain words they have not seen before. If children can use their growing decoding skills and match their result with a word they already know the meaning of, they will be more confident with their abilities and spend less overall effort on reading a text. Also, there is a greater chance that they will store the way this word looks on a page and will likely be able to access it more easily the next time they come across it. We explicitly teach vocabulary in our second reading lesson - we use different techniques, such as playing vocabulary games, finding synonyms and what words mean in different contexts. The teaching of vocabulary happens in lessons across the curriculum. New vocabulary is added onto the Knowledge Mats that are used in lessons.

3) Language Structures (syntax, semantics...)

Syntax is the arrangement of words in a phrase or sentence. The English language has patterns and rules to the way we order our words. It also has some flexibility and variety in acceptable patterns, and even then, speakers and writers are allowed some leeway with these patterns. Children acquire varied syntax structures over time, through meaningful exposure to, and discussion of, language being spoken, read to them and presented to them in text. We ensure the children have access to a rich variety of language structures in different genres, this ensures they will be able to read and understand a wider variety of texts and understand the reason behind different structures.

4) Verbal Reasoning (inference, metaphor...)

Reading is not restricted to merely decoding and comprehending the words on a page. More often than not, just as in spoken language, the reader must look beyond to the words to infer meaning from what is being said, what is not being said and how it is being said (or not said). A reader must be able to grasp when words are being used literally or figuratively. During our reading lessons we model, both verbal and written ways of understanding and explaining inference, ensuring we find evidence in the text. The children then put this into practice independently in the next lesson.

5) Literary Knowledge (print concepts, stories...)

Through our reading sessions and across the curriculum we ensure children have a wide exposure to a variety of literary styles. This gives children a more developed framework on which they can rely as they read more and more for themselves. The same is true for being exposed to a variety of stories: with different themes, from different cultures and for different purposes. When a child is able to connect something, they are reading to a story/text/theme/purpose they have already internalised, they will be better able to understand and stick with it through challenges.

This feeds into the reading structure as follows:

Lesson and objectives	Teaching	Activity
Lesson 1 – Oral discussion Key skills: <ul style="list-style-type: none">• Pace• Rereading• Think about meaning• Expression	Children must have a copy of the text in their books. Reading the text with the class – can be teacher reading or children. Echo reading – children read after the teacher. Teacher or TA can listen to children as they echo read – pick individuals. Teacher modelling what fluent reading looks like. Poetry could end with a performance of the poem,	High quality text relating to topic. SEND children have the same text read to them by teacher or TA – as a pre-teach session. Book talk led by the teacher (tell me more.. at the start how was the character feeling? I wonder why the author chose this word?) After reading, children annotate the text with their own thoughts, wonders and expressions. (this will need to be modelled initially)

<p>Lesson 2 - Vocabulary</p> <ul style="list-style-type: none"> • Select • explain • explore • consolidate 	<p>A broad vocabulary is essential for comprehension.</p> <p>Explicit teaching of vocabulary to enrich children’s knowledge.</p>	<p>Using the same text from lesson 1.</p> <p>It will have been carefully selected and have relevant vocabulary to explore with the class. Modelling this first.</p> <p>Say it, define it, look at different contexts, synonyms, antonyms, word families. Look at root word, word class, spelling rule...</p> <p>Record the work done in their books – annotate extract in their books. Modelled by teacher.</p>																					
<p>Lesson 3 –VIPERS</p> <p>V- Vocabulary I – Infer P – Predict E – Explain R – Retrieve S - Summarise</p>	<p>VIPERS focus – reading prompts based on the content domains.</p>	<p>Children’s responses to the text in various forms – needs modelling. This could be shared talk into writing.</p> <p>Use the question prompts grids to plan this session.</p> <table border="1" data-bbox="911 875 1505 1279"> <thead> <tr> <th>Vipers heading</th> <th>Content Domain reference</th> <th>Content Domain Description</th> </tr> </thead> <tbody> <tr> <td>Vocabulary</td> <td>2a</td> <td>Give/explain the meaning of words in context</td> </tr> <tr> <td>Infer</td> <td>2d</td> <td>Make inference from the text/ explain and justify using evidence from the text.</td> </tr> <tr> <td>Predict</td> <td>2e</td> <td>Predict what might happen from the details stated and implied.</td> </tr> <tr> <td>Explain</td> <td>2f, 2g, 2h,</td> <td>Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text</td> </tr> <tr> <td>Retrieve</td> <td>2b</td> <td>Retrieve and record key information/key details from fiction and non-fiction</td> </tr> <tr> <td>Summarise</td> <td>2c</td> <td>Summarise main ideas from more than one paragraph</td> </tr> </tbody> </table> <p>Teacher modelling of answering different question types is important in this session. Pick one area to focus on and model example answers to questions. This will give children a model for tomorrow’s session.</p>	Vipers heading	Content Domain reference	Content Domain Description	Vocabulary	2a	Give/explain the meaning of words in context	Infer	2d	Make inference from the text/ explain and justify using evidence from the text.	Predict	2e	Predict what might happen from the details stated and implied.	Explain	2f, 2g, 2h,	Identify/explain how information/narrative content is related and contributes to the meaning as a whole. Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text	Retrieve	2b	Retrieve and record key information/key details from fiction and non-fiction	Summarise	2c	Summarise main ideas from more than one paragraph
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<p>Lesson 4 – Written response using question stems.</p>	<p>Responding to questions about the text.</p> <p>Use Testbase for question stems.</p>	<p>Using QLA from previous years’ assessments – where are the gaps? What types of questions does this class need?</p> <p>This is an opportunity in modelling how to answer these questions and different strategies used for comprehension (skim, scan, clues). There may be need for certain groups to answer these questions with a teacher or TA as support but all children should answer the same questions. Can also use peer or group work to find answers. Immediate feedback with any misconceptions addressed.</p>																					

Word Recognition- including phonological awareness, decoding and sight recognition

At St Mary's CE (VA) Primary School we are committed to the delivery of excellence in the teaching of phonics. We aim to allow children to develop so that they are able to read with fluency as well as develop a love of reading that will allow our children to be ready for the rest of their lives. Through teaching word recognition we allow children to develop their phonological awareness, decoding and sight recognition. This is achieved through phonics teaching as explained below.

We aim to teach high quality phonics to ensure the children have the best start possible in reading and writing. The learning of phonics is the beginning of children's knowledge, skills and understanding that are an essential part of learning to read. Pupils will be taught to decode words on the page. Good quality phonics teaching allows the child to be secure in the skills of word recognition and decoding which allows for fluent reading. This will allow pupils to lead to becoming fluent readers and read for pleasure.

As a result, all our children are able to tackle any unfamiliar words as they read. At St Mary's CE (VA) Primary School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum. We have a strong focus on language development for our children because we know that speaking and listening are crucial skills for reading and writing in all subjects.

The reading journey begins in Lower Foundation where children will be given the foundations for phonics.

Foundations for phonics in Lower Foundation

- We provide a balance of child-led and adult-led experiences for all children that meet the curriculum expectations for 'Communication and language' and 'Literacy'. In Nursery, we follow Phase 1 phonics which consists of the following:
 - sharing high-quality stories and poems
 - learning a range of nursery rhymes and action rhymes
 - activities that develop focused listening and attention, including oral blending
 - attention to high-quality language.
- We ensure Nursery children are well prepared to begin learning grapheme-phoneme correspondences (GPCs) and blending in Reception.

Pupils will then enter Upper Foundation where they have access to daily phonics session allowing children to develop their phonological awareness, which follows the Little Wandle Letters and Sounds Revised structure of Revisit and Review, Teach and Practise, Practise and Apply and Guided Practice (reading a decodable book).

- We teach phonics for 30 minutes a day. In Reception, we build from 15-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.
- Children make a strong start in Reception: teaching begins in Week 2 of the Autumn term.
- We follow the [Little Wandle Letters and Sounds Revised expectations of progress](#):

- Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.
- Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily phonics lesson structure for Reception and Year 1:

Revisit and review:

In this section we:

- activate prior knowledge
- get the children ready for new learning and reduce cognitive load
- develop fluent reading
- support orthographic mapping (the transference of the sounds and words that have been learned into the orthographic store which leads to automaticity).

Teach and practise:

In this section we explicitly teach a new GPC.

We teach:

1. pronunciation of the phoneme
2. a new grapheme (and the mnemonic if Phase 2, or catchphrase if Phase 3)
3. how to orally blend with the new GPC
4. how to blend and read words with the new GPC
5. how to read a new tricky word.

Practise and Apply:

In this section:

- we practise and apply the new knowledge from the 'teach' part of the lesson
- we read a caption/sentence which often contain words with the new GPC and often the new tricky word
- we practise spelling words with the new GPC or the new tricky word

Guided Practise:

Teaching reading: Reading practice sessions three times a week

We teach children to read through reading practice sessions three times a week.

- These are taught by a fully trained adult to small groups of approximately six children

- We use books matched to the children's secure phonic knowledge using the *Little Wandle Letters and Sounds Revised* assessments and book matching grids on pages 11-20 of '[Application of phonics to reading](#)'
- Sessions are monitored by the class teacher.
- Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:
 - decoding
 - prosody: teaching children to read with understanding and expression
 - comprehension: teaching children to understand the text.
- In Reception these sessions start in Week 4. In the guided reading session these children look at a wordless book to expand their ability to tell stories and understand the comprehension of a book. Children who are not yet decoding have daily additional blending practice in small groups, so that they quickly learn to blend and can begin to read books.
- In Year 2 and 3, we continue to teach reading in this way for any children who still need to practise reading with decodable books.

Home reading

The decodable reading practice book is taken home to ensure success is shared with the family.

- Reading for pleasure books also go home for parents to share and read to children.
- We use the [Little Wandle Letters and Sounds Revised parents' resources](#) to engage our families and share information about phonics, the benefits of sharing books, how children learn to blend and other aspects of our provision, both online and through workshops.

Additional reading support for vulnerable children and the bottom 20%

Daily Keep-up lessons ensure every child learns to read

- Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.
- We timetable daily phonics lessons for any child in Year 2 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the *Little Wandle Letters and Sounds Revised* assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources - at pace.
- If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.

Phonics in the classroom environment

Phonics provision enhancements include a consistent phonics displays across the classrooms. Each classroom will display tricky words relevant to the age group and all the phonics sounds which are taught in that year group. High quality phonics resources from Little Wandle Letters

and Sounds Revised will be also available including sound flash cards, word flash cards and also other resources to support with spelling such as word cards and sound mats. Phonics working walls will display the taught sounds for the week and will be added to throughout the week with words containing that sound. Each classroom will have a reading area with high-quality books which the children have access to. Phonics books will also be accessible to all children appropriate to all phonics levels in the class. This provides pupils with a further opportunity to read independently the sounds they have been taught.

Assessment

Assessment is used to monitor progress and to identify any child needing additional support as soon as they need it.

- [Assessment for learning](#) is used:
 - daily within class to identify children needing Keep-up support
 - weekly in the Review lesson to assess gaps, address these immediately and secure fluency of GPCs, words and spellings.
- [Summative assessment](#) is used:
 - every six weeks to assess progress, to identify gaps in learning that need to be addressed, to identify any children needing additional support and to plan the Keep-up support that they need.
 - by SLT and scrutinised through the *Little Wandle Letters and Sounds Revised* assessment tracker, to narrow attainment gaps between different groups of children and so that any additional support for teachers can be put into place.

Statutory assessment

- Children in Year 1 sit the Phonics Screening Check. Any child not passing the check re-sits it in Year 2.

Ongoing assessment for catch-up

- Children who need catch-up phonics in Year 2 to 6 are assessed through their teacher's ongoing formative assessment as well as through the half-termly *Little Wandle Letters and Sounds Revised* summative assessments.

Ensuring consistency and pace of progress

- Every teacher in our school has been trained to teach reading, so we have the same expectations of progress. We all use the same language, routines and resources to teach children to read so that we lower children's cognitive load.
- Weekly content grids map each element of new learning to each day, week and term for the duration of the programme.
- Lesson templates, Prompt cards and How to videos ensure teachers all have a consistent approach and structure for each lesson.
- The Reading Leader and SLT use the Audit and Prompt cards to regularly monitor and observe teaching; they use the summative data to identify children who need additional support and gaps in learning.

Decodable Books

Children practise early reading with fully decodable books that:

- are matched to phonic knowledge to each child
- matched to the phonics phases
- include a small number of high frequency words which have been taught
- are continually progressive with the sequence of 'Little Wandle' phonics programme

Phonics screening check

The phonics screening check is an assessment for the pupils in Year One which takes place during the final summer term. The check assesses the children's ability to segment and blend words effectively by reading a series of real and non-words ('alien words'). The check takes place on a one to one basis with the child and the phonics lead. Results are submitted and parents are informed whether their child has met the required standard or not. Any child who does not meet the required standard in Year One will have the opportunity to re-take the check the following year during Year Two.

The reading lead will oversee the teaching of phonics and the delivery of the programme by monitoring the impact of this and by coaching and training the staff.

The school follows the Little Wandle Letters and Sounds Revised Programme. Further information about this phonics programme can be found at: <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Further information about the progression of phonics from Upper Foundation (Reception) to the end of Year 1 is available via this [pdf](#)

Approaches to Spelling

The systematic teaching of phonics in EYFS and KS1 using Little Wandle, Letters and Sounds program ensures that children are given strategies they require to spell. Children are taught and expected to use the correct spelling of words as laid out in the national curriculum for each year group. Children use 'Have a go' to establish routines when attempting unknown spellings. Teachers model writing a sentence and being unsure about how to spell a word. The 'tricky' part of the word is discussed, and possible choices of spelling trialled. Children underline spellings within their own writing as a signal that this needs checking then implement the 'have a go' strategy. Children are taught how to use checklists, word banks, dictionaries and thesauruses to support the correct spelling of all words. We use the Babcock No Nonsense spelling scheme from Y2-6.

Handwriting and Presentation:

Children are encouraged to present their work well. We have a consistent approach across the school of presenting the learning objective and dates. Children are taught to write legibly, fluently and at a reasonable speed. We believe a cursive style with correct letter formation

must be taught as early as possible (within KS1). Children are expected to maintain a neat, joined style throughout their writing. They can progress on to using pen in KS2.

Evaluating Impact

The English Lead carries out monitoring regularly to ensure that:

- Children enjoy reading regularly, for information and for enjoyment/pleasure and discuss books with excitement and interest.
- Children enjoy writing and use the features of different genres and styles.
- They can write for different purposes and audiences.
- That the agreed school structures for reading and writing are being followed in classes
- The children are making appropriate progress in writing, reading and phonics and timely interventions happen for those who are not.
- Skills progression (spelling, grammar and punctuation) throughout the school is evident in children's books.
- Children are adventurous with vocabulary choices and they continue to be taught and grow a varied vocabulary throughout their time at St Mary's.
- Skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.
- Children have a strong sense of ownership of their writing. They are able to identify mistakes in their own writing and are able to use a bank of strategies to help them to edit and improve their own work.
- Children are proud to share their writing and always know that their writing has purpose. They know that others value their writing; they see it on display, made into class books and shared on the school website.