

Eastcombe Primary School
Curriculum Statement for English



Intent	<p>Reading- By the time our children leave Eastcombe Primary School we expect them to be avid readers. They will read fluently and widely and be able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites.</p> <p>Writing- We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat, joined handwriting style.</p> <p>Oracy- We aim to expose our children to a wide range of vocabulary which they can confidently use when speaking both informally and formally.</p> <p>We also aim for our children to apply all of these English skills to all areas of the curriculum.</p>			
Underpinned by	High Expectations	Modelling	Fluency	Vocabulary
	All children are expected to succeed and make progress from their starting points.	Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.	Children apply English skills with ease throughout all of the curriculum.	Ambitious vocabulary is taught explicitly and is expected to be applied in everyday situations.
Implementation	<p>The Writing Cycle Our 2-year rolling programme writing cycle covers a variety of genres supported by quality resources which are relevant to the children and related to topic work where possible. English lessons are taught daily in each class.</p> <p>Phonics We teach phonics through the DFE approved Twinkl Programme. It is taught in stages and levels that the children work through building on prior knowledge. The children read decodable books that match their phonics level.</p>		<p>Guided Reading Teachers model how to teach reading skills at all levels, which are then practised and applied independently.</p> <p>Spellings Spelling is taught using 'No Nonsense Spelling' from Year 3. This sets out a clear pathway for progression throughout all year groups.</p> <p>Handwriting Handwriting is taught from Reception. Pre-cursive is introduced from year 1, when pupils are secure with letter formation and cursive is introduced in Year 2. Children practise key spellings/phonics work as part of their regular handwriting work from EYFS-Year 6.</p>	<p>Class texts Every class uses high quality texts that are selected from a list of recommended texts. Some English work is then planned and delivered through the context of this text.</p> <p>Reading Books All children from EYFS-Year 6 have home/school reading books. Each child from EYFS-Year 2 has a home/school reading book matched to their phonics level. Those children working beyond level 6 have a book matched to their reading ability. We aim for each child to be heard reading at least once a week.</p>
	<p>Cross Curricular Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects.</p>	<p>Whole school events We celebrate National Poetry Day, World Book Day and in the last have organised book weeks. We have planned annual sponsored reads. These bring the</p>	<p>Reading for Pleasure Children and staff are encouraged to read for pleasure. There is opportunity throughout the day and week for children to hear stories and read independently. Each</p>	

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		whole school together to concentrate on one theme with a celebration at the end.	class has their own 100 book reading spine. These are books to use as whole class reads, recommendations for reading corners and book shelves or for children to take and read at home.	
	<p>PUPIL VOICE Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.</p>	<p>EVIDENCE IN KNOWLEDGE Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process.</p>	<p>EVIDENCE IN SKILLS Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.</p>	<p>OUTCOMES At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.</p>