



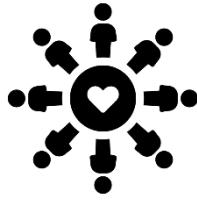
Curriculum Statement for English at Alder Grove CofE Primary School



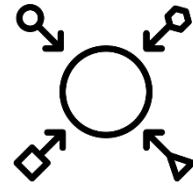
Alder Grove
Church of England Primary School



Community Centred



Proactive Citizenship



Inclusive Education

Reading and Phonics

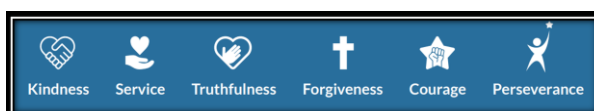
Intent

Our intent in reading and phonics is to:

- use a systematic approach to phonics and early reading skills through daily high-quality reading lessons for pupils which develop confidence, self-belief and success.
- develop a systematic approach to daily high-quality reading lessons for pupils who have secured their phonics knowledge to deepen the pupils' knowledge and skills as they progress through the subject developing their confidence, self-belief and success.
- establish deep roots in reading to ensure pupils acquire wisdom, knowledge and skills, that build on their prior learning, to become fluent and confident readers.
- inspire pupils to learn and enable them to develop a deep body of knowledge by prioritising reading as the heart of curriculum to deepen the pupils' understanding of the English language and build up their familiarity of Tier 2 and Tier 3 vocabulary across the curriculum.
- expand and develop the pupils' knowledge of vocabulary and provide them with opportunities to learn about the wider world through a range of different subjects and texts. All texts will be carefully selected to ensure that pupils learn about their literary heritage and are familiar with the works of our greatest writers to develop culturally, emotionally, intellectually, socially and spiritually.
- promote a culture of reading for pleasure and ensure that listening to a wide range of stories becomes a vital and enjoyable part of the daily routine across the whole school.
- self-motivate pupils to be caring members of society to respect and care for books.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all pupils, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all pupils. At Alder Grove, we follow Read Write Inc. In EYFS and early Key Stage 1, there is a greater emphasis on phonics; this is then applied throughout the rest of the school to consolidate what has been learnt. Within daily phonic sessions, pupils have the opportunity to revisit previous learning, practise and apply new skills in structured ways. We encourage reading for pleasure through pupils having a choice of challenging and enriching texts as well as building in time for pupils to read independently and as part of a whole class. In Reception and Year 1, we follow 'Talk Through Stories' which extends and deepens vocabulary so that all pupils develop their understanding of new vocabulary and can use it in the context of their everyday lives.



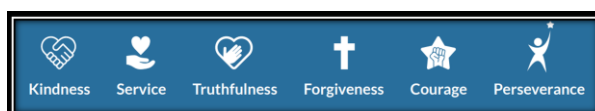
Once the pupils are in Year 2, they continue their reading journey using the Master Readers approach. They will continue with this until they leave in Year 6.

Intended Impact

The impact of our reading and phonics curriculum is designed to create fluent readers, confident speakers and willing writers. They will understand the features of different genres and develop specific and technical vocabulary for both fiction and non-fiction texts. Pupils will use their experiences of reading and apply this knowledge in their own writing. Our chosen scheme, Read Write Inc. developed by Ruth Miskin, provides a structured and systematic approach to teaching literacy. The Read Write Inc. programme meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress. Our pupils are then ready for the next stage of their reading journey which is based on the Master Reader scheme. This continues to develop their fluency as a reader as well as the reading skills required as they move through the Key Stages.

Assessment

Assessments of the pupils' knowledge and understanding will be ongoing throughout the year. Phonics and reading will be assessed every half-term following the RWI scheme. Assessment will also include observations, discussions and written outcomes. A summative assessment of whether a child is working at age related expectations plus their attitude to learning Reading will be reported to parents/carers in a written annual report.





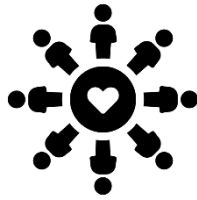
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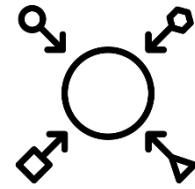
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Writing

Intent

Our intent in writing is to:

- ensure that pupils develop into articulate and imaginative communicators.
- ensure all of our pupils develop a genuine love of language and the written word.
- make careful and meaningful links across the curriculum to ensure that pupils' English learning is relevant and meaningful: where possible linking our reading and independent writing to other subjects in the curriculum.
- ensure that pupils develop an understanding of how widely writing is used in everyday life and, therefore, how important and useful the skills are that they are learning.

Implementation

Our whole curriculum is shaped by our school vision which aims to enable all pupils, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all pupils. We follow Read Write Inc. Get Writing to build the foundational knowledge in preparation for our pupils to transition to our bespoke English curriculum. We aim to develop pupils' ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid to the formal structures of English: handwriting to develop fluent and accurate letter formation, grammatical detail, punctuation and spelling. Staff clearly model writing skills. Pupils have opportunities to apply their skills independently in regular, unsupported pieces of writing throughout the year. Spelling is taught through the Read Write Inc. Get Writing. Spelling is focused on for approximately 10 minutes every day.

Intended Impact

Our writing curriculum enables pupils to write well-structured pieces of texts across a range of genres. They enjoy writing and can plan well-structured pieces. Pupils will write grammatically sound pieces of writing and have the ability to edit and improve their work. They will understand the features of different genres and develop specific and technical vocabulary for both fiction and non-fiction texts. Pupils will use their experiences of reading and apply this knowledge in their own writing.



Kindness

Service

Truthfulness

Forgiveness

Courage

Perseverance

Our chosen scheme, Read Write Inc. developed by Ruth Miskin, provides a structured and systematic approach to teaching literacy until they are ready to transition to our Alder Grove English Curriculum in Year 2. The Read Write Inc. programme meets the higher expectations of the National Curriculum and uses effective assessment to accelerate every child's progress getting our pupils ready for the next stage of their writing journey.

Assessment

Assessments of the children's knowledge and understanding are ongoing throughout the year. These include observations, discussions and written outcomes. A summative assessment of whether a child is working at age related expectations plus their attitude to learning English is reported to parents/carers at Parents Evening as well as in a written annual report. The school also undertakes regular writing moderation at a school and Trust level.

