



## Curriculum Statement for English at Crazies Hill CE Primary School

### Intent

At Crazyes Hill, we believe that an inspiring English curriculum is vital to developing a pupil's love of reading and writing. Our aim is to give pupils unique opportunities to develop intellectually, emotionally, physically and socially, therefore English should be taught as an individual subject as well as incorporated into other curriculum lessons. We recognise the importance of an enriched environment where pupils take pride in their writing and can adapt their style for a range of contexts.

Reading is the key skill at Crazyes Hill as it enables children to access all areas of the curriculum. We believe this approach at Crazyes Hill will incorporate the National Curriculum aims for English that all pupils will:

- 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
- Display competence in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### Implementation

In EYFS and KS1, we teach synthetic phonics, following the 'Letters and Sounds' scheme. Synthetic phonics is a method of teaching English reading which first teaches the letter sounds, and then builds up to blending these sounds together to achieve full pronunciation of whole words. This way of teaching phonics is taught systematically over a period incorporating a range of skills such as blending sounds, segmenting sounds for spelling, learning to read the common exception words, moving through the phases to learn all 44 phonemes and then moving onto alternative sounds.

Phonics is taught in phased groups across classes in EYFS, KS1 and for those in KS2 who still need support. Throughout the year, we continue to assess the children's progress to ensure challenge and pace in our phonics sessions, and regroup pupils according to where they need to be.

The children write every day for a range of purposes. Those who need to will rehearse out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know. In EYFS the children practise handwriting every day: they learn correct letter formation in readiness for learning how to join letters speedily and legibly. They learn a cursive style supported by Letter-Join, an online handwriting development tool. This is supported by our reading system, where emerging and developing readers change their books regularly and teachers can monitor their progress and how they apply their phonics skills in reading sessions.

Pupils in EYFS take home reading books that support their current stage of phonic understanding and progress steadily through more challenging texts as they move through KS1. Deepening pupils' reading skills through whole class reading is a continuous progression throughout the school from KS1 to KS2. This encourages pupils to read, reflect and respond to a wide variety of genres. Teachers introduce new vocabulary before they start reading.

In Key Stage 1 and Key Stage 2 whole-class teaching of comprehension skills is an integral part of developing pupils' inference skills and supporting appropriate responses.

Motivation for writing is important at Crazies Hill Primary School. Pupils are inspired by the engaging units of work implemented throughout the school which aids them in developing their writing skills and their thirst for learning. Teaching of Tier 2 and Tier 3 vocabulary helps to enrich pupil's understanding. During writing sessions, pupils are encouraged to use different resources such as dictionaries and thesauruses to embed the learnt Tier 2 vocabulary.

We seek to develop children's oracy skills in both discursive and presentational activities. To enhance children's access to learning experiences, we provide high quality reading texts across a range of genres and organise theatre visits, trips and drama workshops.

## Impact

Through our focus on reading, our pupils have the opportunity to develop culturally, emotionally, intellectually, socially and spiritually. Access to a carefully selected range of high quality literature enables pupils both to acquire knowledge and to build on their cultural capital, so that they are able to speak, read and write fluently and communicate confidently participate fully as members of society.

Each of our school values can be seen through the teaching of English:

- ❖ The children become more **resilient** as they become more confident and develop skills in reading, writing and comprehension.
- ❖ The children build **relationships** by working as a group (large and small) and paired work. They learn to converse and share ideas.
- ❖ **Respect** is cultivated through collaborative working and listening and responding in appropriate ways to ideas and viewpoints of peers and adults.

## Assessment

Phonics is assessed half termly until the end of Phase 6. We use PM BenchMark reading assessment which informs the teachers of the children's coloured reading levels. Spelling tests are administered weekly throughout KS1 and KS2.

Each teacher assesses the children against success criteria on a regular basis.

The parents receive a “next steps” report twice a year at parents’ evenings to enable parents to support their child’s progress through the year. An overview of whether a child is working at age related expectations in English is reported to parents/carers in a written annual report.