



STEETON PRIMARY SCHOOL

ENGLISH CURRICULUM



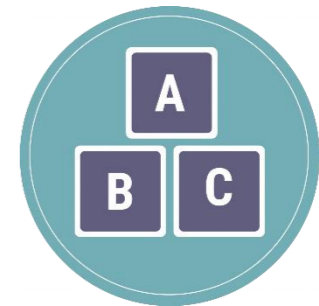
SPOKEN LANGUAGE



READING



WRITING



**SPELLING,
GRAMMAR,
VOCABULARY**

ENGLISH CURRICULUM AT STEETON PRIMARY SCHOOL

INTENT

English begins in EYFS, where a foundation of the subject is taught through the EYFS framework. The development of children's spoken language underpins all seven areas of learning and development. Children at the expected level of development will be able to:

Speaking ELG

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Comprehension ELG

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate - where appropriate - key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Reading ELG

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing ELG

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

The 2014 National Curriculum for maths aims to ensure that all children:

- 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

This document is to be read alongside Steeton Primary School's 'Reading at Steeton Primary School' document. Our school motto - "Learning for Life" - is at the heart of all lessons. English is essential: a high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions and through their reading and listening, others can communicate with them. Fluency in English language is an essential foundation for success in all areas of the curriculum. At Steeton, we read and write for pleasure and for purpose. We aim to deliver an engaging and exciting curriculum that helps to promote writing for pleasure. We encourage imagination in the ways that learners think and compose as writers. We encourage children to be confident communicators and to be articulate in how they express themselves. We provide all children with essential, lifelong skills in spelling, punctuation and grammar whilst developing an understanding of the writing process, concluding in effective after-writing; editing and drafting their work.

IMPLEMENTATION

Teaching of English at Steeton Primary School ensures that the National Curriculum is followed. English lessons are timetabled everyday as a discreet lesson of approximately one hour. Teachers plan units around the 4 concepts taken from the National Curriculum:



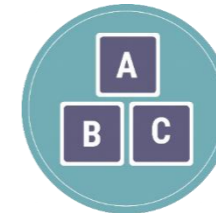
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All units of work begin with an engaging and exciting stimulus - this may be an audio clip, an extract, a video clip or an image.

The children are hooked in from the start by the mystique created using techniques such as The Gradual Reveal, The Magic Rubber or Sound on/Vision off! Children develop their high order thinking skills by predicting, inferring and deducing during this phase.

At the heart of our planning is the outcome—what we want the children to produce and its purpose. We then deconstruct the outcome into elements (the different parts that make the outcome). The elements are then deconstructed into ingredients (the things that make up the elements). By planning this way, staff and children are clear on 'What makes good...' when it comes to the outcome and its success criteria.

Steeton's writers are taught to write for different purposes, so they fully understand what the point of their hard work is for. Our writers are exposed to a variety of high-quality text-types, learning from the best of the best, as they journey towards their independent writing.

We keep it simple with the purposes for writing:

- Entertain (narrative & poetry)
- Educate (report & balanced argument)
- Explain (explanation & instruction)
- Persuade (letter, essay & marketing)

Words are immensely powerful—they may be used to entice a reader or used simply to entertain. At Steeton, we teach vocabulary through explorative ways, encouraging the children to learn new words by using the school's bespoke Vocab For Writing packs and also using the Descriptosaurus series. Our writers ponder their word-choices and assess the appropriateness using Shades of Meaning and The Zone of Relevance. Creating Vocab Mood Boards helps our writers to organise their word-choices, so they can use them in independent writing.

Steeton's SuperStar Sentences are based on Alan Peat's Exciting Sentences book. We teach a variety of contextualised sentence types to help children learn how to write in creative and engaging ways. Our writers understand the purpose of their writing—to entertain, educate, explain or persuade—then use SuperStar Sentences to help achieve that very purpose.

The AfterWrite process involves two key areas: Mind the Gap Editing and ARMS Revision of Writing.

The purpose of Mind the Gap Editing is to have targeted activities that close the gap(s) shown in independent writing, from a technical point of view. The activities are planned when the teacher notices trends throughout the class, and subsequently plans an activity to address the issue. The teachers then allow the children the time to go back and correct their work.

ARMS Revision of Writing is inspired by author Tom Palmer and how he revises his own work. Our writers assess small samples of their work, seeing if they wish to Add, Remove, Move and/or Substitute any of their writing in order to improve it.

In EYFS, Oak and Fir class, we follow Greg Bottrill's, 'Drawing Club.' With EYFS principles in mind rather than the criteria of KS2 writing, it is the perfect stepping stone to WFP. Drawing Club opens up the magic world of tales and story to children whilst enriching language skills - essential for comprehension and fluency of reading. Staff have undergone Greg's training - we also worked with him in school for a day - and use his underpinning philosophy of play to ignite the fire of storytelling. Lessons focus on rich and wide vocabulary with children developing their understanding of words and the nuances in meaning.

IMPACT

Pupils at Steeton Primary School are confident readers and writers. When reading, children can draw upon phonetical knowledge and understanding to read unfamiliar texts at an age-appropriate level. They can comprehend new text by drawing on their vocabulary and prior knowledge. Children enjoy predicting and can infer from information they are given. They read for pleasure, making informed choices about the literature they read, and they make recommendations to others based on the texts they have read. They articulate their answers and respond to questions. Children have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. Children can plan, compose and evaluate their writing and writing is fit for purpose. Children have opportunities to write for a range of real purposes and audiences as part of their work across the curriculum. These purposes and audiences should underpin the decisions about the form the writing should take, such as a narrative, an explanation or a description.

Teachers use Mind the Gap activities in English to plug gaps identified through feedback and marking. Live feedback is the preferred method; children respond to comments and feedback from adults and peers, amending and revising as necessary in books. Distance editing is taught progressively throughout Key Stage 2, where children re-visit a piece of writing after several weeks to improve the grammatical and transcriptional elements of their work.

The Early Years Foundation Stage Profile is used to monitor children in Reception and continues to form the basis of assessments for children in Year 1 who did not meet ELG. Moderation of work is done in phases, alongside learning walks, pupil voice and book scrutinies by SLT and English leader. Parents are informed of progress through parents' consultations and via Ping.