



# English Curriculum



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## Intent:

At Copnor Primary School we strive to deliver an exciting and engaging English curriculum which provides **all** children with the key literacy skills they will need, whilst enabling **creativity** and progression across the year groups. We attach great importance to enabling **all** children to develop into fluent and confident readers, who love books. Staff sharing and being enthused about books has helped us to create a culture of reading for pleasure across the school. Learning to read is one of the most important life skills a child needs to achieve at Copnor, so we are passionate about making sure that every single child learns to read fluently, whilst also enjoying the stories, poems, information books that we have built into our curriculum. This is achieved through both interesting and inspiring lessons, '**weaving magic**' (inspired by Sir John Jones). Whole class reading sessions promote the children's understanding of texts by developing their knowledge and curiosity through working **collaboratively** in both class discussion and shared reading.

Our writing curriculum is enhanced, through the use of quality texts that have been carefully chosen. These texts have been selected due to their relevance to our curriculum and also to the children's interests. At Copnor Primary School, we recognise the importance of nurturing a culture where children take pride in their writing and our expectation is that all written work across the whole curriculum is of a high standard. Children at Copnor are taught to write in a variety of styles and for a variety of purposes and audiences. Our writing lessons not only promote a love of reading and writing, but also aim to develop the children's imagination and **creativity**. We use high quality modelled examples to promote the correct use of spelling, punctuation and grammar, in order that the children have a clear idea of how these elements can impact their writing. We endeavour to inspire the children to be confident in the art of speaking and listening and use discussion to communicate and further their learning. Careful consideration is given to how all lessons build towards a piece of writing, which showcases the children's acquired knowledge, skills and understanding.

## Implementation:

At Copnor Primary School, our English curriculum is based upon the National Curriculum requirements, which supports the teaching and enables the children to build on prior learning as they move through the year groups.

Learning to read is one of the most important things a child will ever learn. It underpins everything else, so we believe in putting as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want our children to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read.

We start teaching phonics in Reception and follow Essential Letters and Sounds (ELS). This ensures children master phonics to read and spell as they move through school. In EYFS, Phonics and reading activities are taught as a whole class. Discreet phonic sessions take place daily for 30 minutes twice a day and there are also enhanced phonic activities within the indoor and outdoor environment available for the children to explore. As a result, all our children are able to tackle any unfamiliar words as they read. ELS is also taught daily in KS1 and for also for children in KS2 who still require support for this.

In KS1 and KS2, all children have engaging, daily, structured guided reading sessions that support children to read with greater understanding, enjoyment and purpose. It supports building a whole school reading ethos, reading strategies, clear modelling and discussion to develop comprehension. Children are taught purposeful partner talk, and the teaching and modelling of written comprehension strategies to build active readers who can interpret questions.

At Copnor Primary School, we teach fluency lesson across all the school to increase our fluency in reading. This allows children to apply and identify the correct pronunciation of written words immediately and without conscious effort. It involves smoothly and effortlessly decoding words, while also comprehending and interpreting the text.

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. Teachers regularly read with the children, so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they bring home. This helps to extend children's vocabulary and comprehension, as well as supporting their writing.

We provide children with a wide range of high-quality reading material from our well stocked year group libraries and our classroom book corners; the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading. As well as our own books, the school have a growing partnership with the School Library Service; this provides pupils with access to a greater range of stimulating and appealing reading material and encourage reading for pleasure. As well as this, the SLS also support the delivery of the whole curriculum across all phases of education with up to date non-fiction books and appropriate topic related books. We attach great importance to promoting these both within and outside English lessons.

In pursuit of our aim to get all children reading by the time they leave Copnor, we have a team of listeners who endeavour to help build up the 'reading miles' for each child. Adults from across the school community 'adopt' readers to focus on throughout the year, to ensure the expected progress is achieved. These sessions focus on the key skills of reading and questioning and are guided using, inference, prediction, explanation, retrieval and summary, in order to improve comprehension skills, in line with the content domains. For those children who have been identified as needing further support with reading, whether this is in EYFS, KS1 or KS2, reading interventions takes the form of either: small group sessions; individual reading; or extra reading class sessions, where the individuals needs are addressed, encouraging them to work both **independently** and **collaboratively**, whilst engaging with a high quality text.

At Copnor Primary School the children are provided with many opportunities to develop and apply their writing skills across the curriculum. Evidence can be found in writing books, as well as in other books where there has been a site of application of the English skills. We encourage the children to plan, revise and evaluate their writing. To do this effectively, we focus on audience, purpose and context and a wide knowledge of both vocabulary and grammar.

Increasing children's vocabulary is of paramount importance at Copnor, whereby tier three words (domain specific academic vocabulary) are displayed in classrooms and explored, giving the children an opportunity to apply these in their own creative writing. Tier two words (those found in many content texts) are also discussed in other curriculum areas in order to broaden the children's understanding of a subject, as well as their overall vocabulary. Alongside this, KS1 and KS2 children are taught the 'harder to read words' which do not follow the regular phonetic pattern through Spelling Shed. These spelling patterns are taught regularly and the children are given opportunities to focus on applying these rules in their independent writing. A major intent of our spelling curriculum is enabling the children to focus on ways of learning to spell tricky words. Children are also taught to spell the statutory words, as outlined in the National Curriculum. On their arrival at Copnor Primary School, all children write using a pencil. After practising their joined handwriting to develop a neat, fluent style, they are allowed to write in pen.

### **Impact:**

At Copnor, we want all children to leave our school reading and writing with confidence, fluency and understanding, using a range of **independent** strategies. They will be able to take a responsibility for their learning including correcting their own errors, thereby, enabling them to become **resilient and life-long learners**. Our aim throughout the English Learning Pathway is for children to leave Copnor as thoughtful, reflective, articulate individuals who are able to communicate their opinions, their ideas and their emotions in a wide range of spoken and written ways. They will have developed an understanding of the importance of reading both to acquire knowledge and for pleasure/enjoyment.

***'Children should be taught to write and speak fluently so that they can communicate their ideas and emotions to others and through their reading and listening others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually and spiritually.'***

*DfE New curriculum document, 2013*