



English Curriculum Implementation

Statement of intent

At Barkisland, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of cultivating a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the arts of speaking and listening and who can use discussion to develop their learning. We believe that a thorough grasp of literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Schemes of work

Development Matters
National Curriculum 2014
Whole Class Texts
Barkisland's Approach to Writing
Barkisland's Approach to Spelling
Letters and Sounds
Jolly Phonics

Curriculum content

The aims set out in our intent, are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, from celebrating World Book Day each year to theme days and visits from a Shakespeare Company.

Our English Curriculum is mainly text led, and where possible, links are made across the Curriculum. Media literacy is another tool we use to help children become creative thinkers, develop their interpersonal skills and become successful writers. Our texts and media are chosen to inspire all children but with a particular focus on boys.

In our EYFS Unit, we follow the Development Matters Curriculum. Children make their way through the bands to achieve the following early learning goals:

EYFS- Listening and Attention

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

EYFS- Understanding

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

EYFS- Speaking

Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

EYFS- Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular

words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

EYFS- Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

For Key Stage One and Two, the English Programmes of Study Consist of:

Spoken language

Reading : Word reading and comprehension (both listening and reading)

Writing Transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

Record of pupils work

At Barkisland the children's English work is stored in a variety of ways:

- Exercise books
- Big Books
- Class books e.g. Macbeth book in Year 6
- Folders
- Folders on the school computing system
- Twitter
- Learning Book (EYFS)
- Pictures on the teacher drive
- Ipads e.g. Imovie, voice recorder.
- Reading records

Assessment

As a school, we have developed our own formative assessment system through the use of target cards for Years 1 to 6, including a bridging band for the transition from EYFS to Year 1. Teachers use day to day assessments for reading and writing, assessing children against the statements set out in the target cards.

Feedback on a daily basis is used to help children progress, know their strengths and identify errors. This could be teacher feedback or peer feedback.

Our Improve our Spelling (IOS) strategy supports the self- assessment of spelling, providing children with opportunities to revisit words they have underlined as being potential spelling errors.

Throughout the year, teachers build in proof reading time during the first 15 minutes of the day to check basic errors within longer pieces of writing. This varies according to the year group and ability of the children.

Time for editing is planned for within the English planning appropriate to the age and ability of the children.

Year 2 and Year 6 assess writing against the English Framework at the end of the year. They also are assessed using the national SAT tests.

Year 1 undertake half termly phonics tests preparing them for the National Phonics test in June.

EYFS use formative ongoing assessments through observations surrounding the elements of Development Matters. Teachers record these observations on an electronic Learning Journey and parents are encouraged to contribute also.

Years 2-6 take part in summative assessments throughout the year.

Cross curricular

At Barkisland, we have been very careful to develop an English curriculum to support other areas and vice-versa, to inspire children, help children make links, make better progress and become successful in their learning. Our texts support our intent to celebrate diversity to help our children become compassionate, open-minded and develop an acceptance of those who are different to them.

We do this successfully through our choices of text:

Year 1: Billy's Bucket and The Lighthouse Keeper's Lunch links with the Seaside topic

Year 2: Hansel and Gretel and The 3 Billy Goats Gruff links with DT, making gingerbread and Art, using colour mixing to create a portrait of a troll

Year 3: How to Wash a Woolly Mammoth/Stone Age Boy/UG, links with Stone Age Topic.

Year 4: There's a Pharaoh in my Bath, links with Ancient Egyptians

Year 5: Wordsworth Poem linked with Art creating daffodils

Year 6: A Diary of a Young Girl linked with World War 2 topic

There are extensive opportunities for speaking and listening through debates in RE, presentations in PSHCE, collaborative work in Maths and DT, discussions in Art, to name but a few. By providing children with these daily opportunities we are supporting the development of: interpersonal skills; helping children build resilience; showing them that they are creative and critical thinkers; exposing them to the diversity in our community and beyond; enabling success and preparing them for future learning; capturing their imagination and interests; inspiring them to want to know more; push them outside of their comfort zone and challenge others or be prepared to be challenged; teach them how to keep themselves safe and healthy and those around them also.

Children write across and beyond the curriculum. For example, recording experiments in Science; responding to thought provoking questions in RE; using ICT to present information surrounding a topic that they have researched; writing reports and biographies in History; labelling continents, body parts and the digestive system; making notes whilst watching educational videos; planning DT projects; application forms for School Council, Eco-Club, Health and Safety Team and Worship Leaders; Year 5 write buddy letters; thank you letters to visitors.

Reading isn't isolated to English lessons. Children use reference books and the internet to research information linked to their learning across the curriculum. Children are encouraged to choose reading books from the class library. Children read each other's work. The words for hymns are displayed on screen for children to read.

Enrichment

It is difficult to separate out specific English enrichment focuses across the year, with many of our enrichment opportunities covering the different aspects of the English curriculum, particularly the

Speaking and Listening strand. Many of our enrichment days are as a result of our careful links between topics and reading. For example, Year 3 hold a Greek Mythology day based around their reading of Greek Myths and study of the Ancient Greeks in History. Year 6 had a World War 2 day after they had studied The Diary of Anne Frank and World War 2 in History. EYFS children had visits from people who help us. This was linked to their theme and the children had also produced writing surrounding this as well as reading books about people who help.

Specifically, Key Stage 2 had a visit from a Theatre Company who performed Romeo and Juliet for us; we hold Book Fairs twice a year and celebrate World Book Day where the children come off timetable for a day and enjoy book related activities.

Home school links

Bug Club is an online reading programme the school have invested in. The children are allocated books by the teacher and the children can access these at home. This is used as another tool to inspire our boys to read as well as developing phonics and comprehension for all our children.

Children in EYFS to Year 3 have home-school reading books.

Children are encouraged to choose a book from our class libraries. Many of our books are requests from the children themselves.

It is an expectation in the EYFS that parents contribute to their children's learning and assessment.

Parents are encouraged to upload any learning to the online Learning Journey or discuss their child's achievements etc with the EYFS staff.

Parents' Evenings are used to share children's English achievements and current assessments.

Homework is sent home in variety of ways: worksheets, talking homework, projects, online learning or reading.

An annual Reading Evening is held for the parents of EYFS and children new to Key Stage One.

Our website sets out our English Curriculum, and termly class newsletters give parents more detail about what their child will be covering.