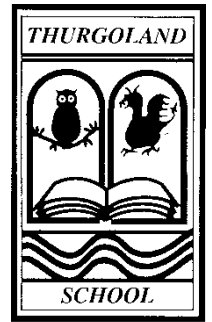


# Thurgoland CE Primary

## The English Curriculum



### Intent

At Thurgoland School, it is our intention, when teaching the English curriculum, that all our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists but more importantly, they develop a love of learning in this subject.

By providing a well-rounded learning experience that inspires and engages the pupils, children are equipped with the essential tools to achieve at primary school and beyond. We recognise the importance of nurturing a culture where children love to read and share their thoughts about what they have read, a place where children take pride in their writing and can clearly articulate their thoughts and ideas. Dedicated and highly-skilled teachers model a passion for reading, writing, speaking and listening and immerse children in a variety of exciting activities to take them through their learning journey. English has a high priority at our school and we meet the needs of all children regardless of their ability or background, always setting high expectations, celebrating their strengths and supporting them to improve.

### Implementation

In each class, our English lessons are focussed around carefully chosen, high quality texts, which often link to the topics that are being covered. In KS2, children participate in a 30 minute reading session every morning. During these sessions, whole class reading sessions take place, where children, regardless of ability, are taught to read using the same text; however, teachers differentiate through key questioning and the activities linked to them. Comprehension answers are modelled and children are taught how to formulate answers. The meaning of new, ambitious or unfamiliar vocabulary is taught and the spellings of these are modelled.

Phonic skills are taught daily in Class R, 1 and 2 and when appropriate in KS2 classes. This comprises of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. In phonics lessons, teachers use a range of strategies to ensure that all pupils can access the learning and during these sessions children are also explicitly shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs and are in phase-appropriate groups.

At Thurgoland School, each group works on sounds appropriate to their age and phase, each week. In Class R, children are taught to use the 'blending arm' to help blending sounds together. Sounds are reinforced through individual and shared reading - reading books are used to support their learning, with books matched to the phonics phase currently being covered. Opportunities to reinforce sounds are part of everyday activities and routines. Sounds are displayed in class R, KS1 classrooms and other rooms where phonics teaching takes place. When Year 2 have consolidated phase 5 alternative sounds, they progress to spelling rules.

In KS2, children continue to move through levelled books and are benchmarked at appropriate times during the year to ensure they are making progress. Children are encouraged to continue reading at home to an adult but also to take more responsibility to write in their own reading journals as evidence of what they have read. Teachers half termly identify groups of children who need support and provide extra reading sessions where possible with the help of Teaching Assistants and trained

parent volunteers. Following termly tests and their analysis, teachers also provide booster groups for comprehension in Year 5 and 6 in preparation for SATS.

Children in all year groups are encouraged to read for pleasure after lunch. During this time, they are able to read their levelled books or books they have chosen to read from their class recommended texts. Teachers also provide non-fiction texts, magazines, newspapers and poetry to choose from. In KS2, children immerse themselves in a poems through their units and share their opinions through class discussion.

Writing is an essential part of our curriculum and very important at Thurgoland. Alongside our high level class texts, we have many wonderful opportunities to inspire pupils, including class visitors, trips, themed days and hands on activities to help engage children. We make links between our writing context and curriculum topics where possible, finding real life reasons for children's writing to enthuse them with purpose. Children's work is celebrated through display, not only in the classrooms but in the corridors as well. There is a high expectation for presentation in all books to encourage children to take pride in their work and value each other's. Teacher use their medium term plan to ensure a wide variety of genres are covered within the year. Their short term planning document outlines the learning objective and grammar/spelling links for each lesson as well as providing a sequenced flipchart which shows clear progression throughout the unit.

Throughout each genre studied, teachers ensure a clear progression by including the following elements:

- Whole class reading lessons focussing on fluency, comprehension, new ambitious vocabulary and the teaching of written answers.
- The analysis of key features using age – appropriate, high quality examples.
- The teaching of grammar linked to the genre being studied, to ensure improved sentences structures.
- Organisational features taught in some genres ie: newspapers and reports (this may include note taking and research if appropriate).
- Teachers modelling high-quality writing, sentence structures, varied punctuation, openers and using ambitious vocabulary.
- Setting high expectations for extended pieces of creative writing with clear objectives linked to what has been taught throughout the unit. Children are provided with word mats, vocabulary lists etc.
- Editing – in KS1, editing with improvement of words, phrases and sentences with guidance from effective marking. In lower KS2, editing spellings and small sections with guidance from effective marking. In upper KS2, editing spellings, large sections and sometimes whole pieces with guidance from effective marking and independently. Children are encouraged to use dictionaries and thesauri in lessons.
- Final drafts – some pieces throughout the year are redrafted to show progression.