



## Curriculum statement for English

Intent	Implementation	Impact
<p>At Roseberry Primary and Nursery, we believe an excellent English curriculum is at the heart of everything we do. Not only are the acquisition of reading, writing and spoken language skills crucial to this subject, they underpin everything else children learn at Roseberry. In order for children to seek out interests and passions they have about the world, they must first have a secure command of the English language. This should be regardless of ability or special educational needs; all children deserve to have access to a high quality curriculum.</p> <p>The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We want <b>all</b> children to be passionate about what they read, excited to find out more and be able to assimilate the knowledge they gain from reading to their existing understanding about the world. In relation to our curriculum foundation, 'Our place in the world', children at Roseberry deserve to see themselves in the books they read whilst also being exposed to wider cultures, ethnicities, families and experiences, in turn promoting inclusivity and broadening horizons for our local community.</p> <p>We do this by providing children with a coherent range of classic and modern literature, poetry, the latest news articles and quality non-fiction texts. We seek to broaden children's horizons through the texts we choose and the discussions we hold in class.</p>	<p>We have a clear progressive vision for how we deliver our curriculum so that all children reach their full potential. Reading is prioritised in a variety of ways from the earliest age. Our teachers are experts in reading: we engage collaboratively about new, exciting novels that would engage our cohorts and adapt our delivery accordingly. It is crucial that children at Roseberry are exposed to a range of authors, characters and abilities in the books they read and our long-term planning reflects this.</p> <p><b>Reading for pleasure takes a variety of forms at Roseberry:</b></p> <ul style="list-style-type: none"> <li>- Weekly library visits</li> <li>- Paired class reading from Yr1 to Yr6</li> <li>- We read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children at Roseberry Primary and Nursery School and our local community as well as books that open windows into other worlds and cultures.</li> <li>- Children from year 1-year 6 are encouraged to read for 15 minutes three times a week. Children who read three times a week are entered into a prize draw and have the chance to win a free book from the 'Roseberry Reading Shelf'.</li> <li>- Inviting class book corners</li> <li>- Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book fairs, author visits and workshops, national events etc).</li> </ul> <p><b>Reading lessons:</b> We place great importance on speaking and listening in our Early Years and we teach different</p>	<p>We aim for all pupils to be able to read fluently, with accuracy, speed and confidence. They can apply reading skills to other subjects and read for purpose and enjoyment. Pupils are able to select books to read suited to their interests and talk confidently about what they are reading. Children will read widely and have a positive view of themselves as readers. They see purpose to reading and treat it as a valuable skill.</p> <p>With the implementation of the writing cycle being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them. Teaching focuses on creativity, writer's craft, sustained writing at length and manipulation of grammar and punctuation skills to suit the text type. Writing stamina is improving and a 'can do' attitude to writing is evident across the school. We aim for writing skills to be further embedded across other curriculum areas. Children see purpose to their writing in its various forms and are motivated to share their ideas, making their voices heard.</p> <p>Throughout the year, attainment is measured termly to ensure that children are making progress. Where they are not making sufficient progress, teachers and leaders work together to unpick barriers to learning to support all children to succeed.</p> <p>Monitoring takes a variety of forms, from looking at books to looking at planning, with a particular emphasis placed on pupil voice. We hope that as children leave Roseberry to further their education that their creativity, passion for English and understanding travel with them and continue to grow and develop as they do.</p>

We aim to develop confident writers in our children who are capable of writing for a purpose, thus seeing the value of putting pen to paper. Writing at Rosebery always has an exciting stimulus, whether this is a high-quality class text, a topical local or worldly issue or a cross-curricular focus. Children are given the opportunity to write at length and utilise skills in different contexts, in order to practise their writing style. They are encouraged to choose ambitious vocabulary for their own writing, from what has been modelled throughout a writing cycle or adapted from what they have read.

aspects and levels of phonological awareness in our Nursery provision. We focus on sound discrimination, rhythm, rhyme, oral blending and segmenting, sound talk and enhancing our children's vocabulary.

All children in Reception and Year 1 complete reading practice through our phonics scheme, Little Wandle, at least three times a week with a focus on decoding, prosody and comprehension. This prepares them for National Curriculum expectations in subsequent years. In Year 2, anyone who has not met the phonics screening check will take part in daily phonics 'keep up' sessions in order to develop their decoding skills. Children continue to take part in practice reading sessions in the autumn term. By Spring term at the latest, children in Year 2 take part in small group guided reading sessions to develop their understanding and inference of a text whilst also mastering fluency for new, unfamiliar vocabulary.

In KS2, children move to a whole class reading approach. Here, our focus is related to the KS2 reading domains and using ongoing formative assessment, teachers alternate their focus depending on the pupils' needs. There is an emphasis on regular retrieval practice linked to the class novel so that all children are able to access the text, regularly revisiting key information. This develops confidence and supports understanding for all ranges of abilities. All children take part in these lessons, accessing the same text in a variety of ways. A wide range of effective questioning is used during class discussions to challenge, probe and extend children's understanding and learning. Termly reading assessments provide insight into the next small steps needed for learning.

#### **Writing and Spelling**

The use of engaging, relevant and high quality texts is central to our writing curriculum. These act

as stimuli for children to develop and explore their writing skills.

Writing is encouraged early through mark making in EYFS. Children are asked to talk about their writing and give meaning to the marks they make. By the end of Reception, we aim for all children to write simple sentences and their own name so they are ready to enter KS1.

From KS1, children write for purpose wherever possible sometimes on a theme linked to a cross curricular unit of work, where appropriate. Roseberry follows a 3 to 4 week cycle for our writing process. Our cycle has been developed carefully in order to match the needs of our pupils whilst allowing them the opportunity to write meaningfully at length. In order to develop writing skills, we place emphasis on oral rehearsal of sentence composition as well as encouraging reading aloud their writing to hear themselves as writers and hear the effectiveness of their own work.

Writing is carefully scaffolded in order for children to write independently by the end of the cycle after 1-1 verbal feedback and focus on the toolkit to produce a high quality piece of writing. Children also have the opportunity to write for pleasure, which may revisit a text type from a previous year group, or a topical stimulus which interests the class.

For children at risk of falling behind, we offer small group Lexia sessions three mornings a week to develop spelling and reading skills. Children with SEND and disadvantaged children who may have barriers to learning are provided with quality first teaching and where appropriate, small group or 1-1 support so they can fulfil their potential alongside their peers.

**Speaking and listening**

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.	
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