



## **Curriculum Intent – English**

### **Our Vision**

Lady Royd Primary School's vision is to provide an exceptional education: rich in learning opportunities in a supportive and nurturing environment that challenges our pupils to raise their aspirations and to develop the confidence and resilience to reach their full potential.

Our ASPIRE values provide a strong focus on the personal development of every child; encouraging accountability, self-confidence, perseverance, integrity, respect and empathy for those around them, pupils will leave as well-rounded, confident, independent young people, fully prepared to take their place in the world.

### **The aims of the curriculum**

- Provide a broad and balanced educational experience that meets the needs of the pupils, introducing them to the best that has been thought and said and preparing them to be well-educated 21<sup>st</sup> century citizens.
- Take account of the previous learning of pupils and their readiness for new experiences
- Stretch the most able whilst providing enrichment for all pupils.
- Provide personalised support for pupils with additional needs.
- Ensure that the curriculum in place at any given time provides an appropriate and relevant educational experience and that no pupils are disadvantaged by its provisions.

### **Intent**

At Lady Royd Primary, we believe that strong language and literacy skills are at the centre of learning. 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 reading and listening, they can communicate with others.

The aim for English 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.

Our curriculum ensures that all pupils develop the skills to:

- read easily, fluently and with good understanding
- read widely and often, for both pleasure and information
- acquire a wide vocabulary and have an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate a rich and varied literary heritage
- write clearly, accurately and coherently by adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn and explain their understanding and ideas
- make presentations, demonstrate to others and participating in debate through speaking and listening



## **Implementation**

### **In EYFS, our children are taught to:**

- 1) use their phonic knowledge to write words in ways which match their spoken sounds
- 2) read and understand simple sentences and use phonic knowledge to decode regular words
- 3) are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- 4) use books and stories to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- 5) express themselves effectively, showing awareness of listeners' needs and use past, present and future forms accurately when talking about events

### **In KS1 and KS2, our children are taught to:**

- 1) speak fluently and confidently
- 2) make inferences about texts or characters
- 3) use evidence to support their opinions or the opinions of others
- 4) use appropriate punctuation for their age
- 5) link sentences and paragraphs together using cohesive devices
- 6) develop their own individual author's voice
- 7) reflect on and edit their work independently
- 8) write increasingly complex stories, poems and other text types, building on their knowledge of features each year

In EYFS and Year 1, they explore through a mix of play and formal lessons. In Year 2 and throughout KS2, English lessons are taught explicitly.

Children apply progressively more complex skills from their year group's objectives in a range of genres and write for a variety of purposes. We cover spelling, grammar and punctuation (SPaG) both discretely and within



our writing units. There is a strong focus on oracy skills through reviewing writing in either an independent, peer or group setting. This aims to bring literacy to life and give it purpose, whilst enabling us to make links to drama and performance. We develop children's vocabulary with rich and engaging texts with many texts making cross-curricular links to other foundation subjects, such as History and Geography topics.

We also support and encourage reading at home and we appreciate the parental support that goes hand in hand with developing and fostering a love of reading. Reading also enables pupils to acquire new knowledge and to build on what they already know. This, combined with the consistent teaching of progressively more advanced reading skills, means our pupils are given the tools required to be able to access classic texts and varied genres. In our Reading lessons, pupils learn how to make predictions; investigate vocabulary; retrieve information; draw inferences and summarise across a range of texts. As children's reading develops at different rates, our teaching is tailored to support and stretch according to ability and pupils have access to a free choice of text in our library; age-appropriate texts in the classroom; and can choose from graphic novels, fiction, non-fiction, poetry and plays.

### **Impact**

Assessment for Learning techniques are incorporated into every English lesson. A variety of verbal feedback, self and peer marking, and whole class feedback improves learning outcomes. Throughout the year, pupils undertake formal SPaG and Reading assessments and the results are used for future planning and to highlight any individual gaps. In Writing, our pupils progress from their own personal starting points at the beginning of a topic by incorporating unit objectives into planned, and edited, published pieces of work at the end of a unit. Teachers make formal judgements for each pupil against year group objectives each half term.

At Lady Royd, we carry out learning walks and book monitoring checks to measure the impact and assess the implementation of our curriculum. Pupil Progress Meetings are held to ensure appropriate targets are set and meet individual needs alongside updates on targeted groups, which in turn, enable us to monitor children's progress as they move through each stage of their learning journey.

We are intent on leaving on our students leaving Lady Royd being able to effectively communicate the written word across a variety of given genres. Pupils can immerse themselves in reading texts independently as well as allowing themselves the chance to discuss and recommend books they have read to their peers. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.

**Reviewed: May 2024**

**Reviewed by: HHE & SHN**

**Next Review: May 2025**