

Curriculum Statement for the Teaching and Learning of English



At Barton Church of England Primary School, we are committed to providing a curriculum that is designed to engage and inspire our pupils to become creative and independent thinkers, evidencing a love of learning and a thirst for knowledge. We aspire to promote the skills needed to persevere with learning challenges and the curiosity to enquire further.

Intent - the aims of our school in helping our children develop and learn.

At Barton Primary School, our intent when teaching English is to provide thoroughly engaging experiences to enable our pupils to read, write and speak fluently and confidently, communicating their thoughts, preferences, ideas and emotions. We provide our pupils with a language rich environment, encouraging them to read for pleasure. We seek to provide our pupils with a wide range of text types, genres and authors in order for them to make informed choices about their favourite authors and text genre. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We seek to take every opportunity to immerse our pupils in engaging, high-quality texts through drama, role-play, storytelling, art, music and discussions. We believe that a secure basis in literary skills is crucial to a high quality education providing our pupils with the tools they need to be fully engaged members of society.

Implementation - what we do every day to encourage discussion and whole hearted engagement of our pupils.

Curriculum and Skills	Planning and Delivery of Curriculum	Challenge and Support	Enrichment	Home Learning Projects
In English, we develop the children's ability to read easily, fluently and with good understanding. We develop understanding and use of a wide vocabulary, and an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. We teach the skills of writing clearly, accurately and coherently, and the ability to adapt language and style to suit purpose and audience.	Based upon the National Curriculum Objectives, we have designed an English curriculum that sets high quality texts from a wide range of genres at the centre of our English units. We use CLPE units for progression in writing and for the planning of some units which are supplemented by texts chosen by class teachers to work alongside our half termly topics, linking with and pulling together our wider curriculum areas. The three-	Teachers demonstrate a positive and enthusiastic attitude towards all aspects of the English curriculum, supporting children with scaffolded and differentiated tasks and extending their learning through purposeful and interesting tasks. High expectations are set in response to the view that all children can achieve well in reading, writing, speaking and listening.	Our English learning is enriched through whole school participation in events such as National Book Day and Poetry Day. Visiting authors and illustrators are organised to share their expertise, bringing a real life, relevant and creative context to the study of English. Each class has a class library and the whole school library is accessed during lessons	Each half term, children deliver a presentation to their class on an aspect of their learning that they have pursued independently at home. These projects provide an opportunity for reading, research and writing in response to the child's own interests from across the curriculum. The speaking and listening

Curriculum Statement for the Teaching and Learning of English



<p>Through making presentations, explanations and taking part in discussions, children learn to elaborate and explain clearly their understanding and ideas.</p>	<p>phase planning approach and also Talk for Writing strategies are used across the school. Our teaching of reading is planned and implemented through a range of learning opportunities: phonics sessions, English lessons, Guided Reading, shared reading and individual reading. Skills in all areas are modelled for the children by teachers so that they can develop as readers, writers, speakers and listeners.</p>		<p>and independently. All classes have a high quality class reader which is read to the children daily.</p>	<p>components of the English curriculum are celebrated and assessed during the presentation of these projects.</p>
<p>Impact - how we know our teaching is making a difference</p>				
<p>Pupil Voice Pupil voice is used to develop the English curriculum through the questioning of pupils' views and attitudes towards English.</p>	<p>Governor Voice Regular meetings with subject leaders alongside classroom visits and discussions with school council and other children enable the governors to evaluate the impact of our English provision on learning.</p>	<p>Assessing Developing Skills and Knowledge and Progress The children's attainment and progress are assessed by means of regular book scrutiny as a teaching team and SLT, alongside planning scrutiny and lesson observations. Development of English skills and knowledge are assessed throughout each unit and are recorded on Target Tracker half termly. We also use NFER termly to help measure the children's achievements against Age Related Expectations set out in the National Curriculum. In addition, Year 2 and 6 are formally assessed using the SATs in the Summer Term. A phonics screening check takes place at the end of Year 1.</p>		