

English Curriculum Statement **2024 - 2025**



Alverton's Golden Thread for English is the desire for pupils to become competent, confident and capable in reading, writing and discussion. We teach the key skills which create the foundations for children's learning and allow them to achieve across all areas of the curriculum. We aim for our pupils to leave Alverton with the ability to enjoy and understand a diverse range of texts, to write for a variety of purposes and to communicate clearly, considering the choice and impact of the words they use.

Intent

English is taught through a high quality, well-planned and engaging curriculum. Children learn to read through a "phonics first" approach using systematic, synthetic phonics teaching and their skills are nurtured through a whole school culture which encourages reading widely and often across a variety of diverse genres. They are taught to use a range of language and styles so that they are able to write for a purpose and in different contexts. In order to develop a secure and long-lasting understanding of key English concepts, our curriculum is planned with a clear pathway of progression. We understand that success in English is essential to success across the wider curriculum and that a secure basis in literacy skills will allow our pupils to achieve to the very best of their potential.

Following Covid-19, we have increased our focus on basic skills and meeting any learning "gaps" in the key skills of reading, phonics and writing.

Implementation

At Alverton, we follow a rigorously planned approach which allows pupils rich opportunities for both reading and writing across the curriculum. A range of high quality texts and resources are used to introduce genres and to motivate and enthuse children to write. We offer many enrichment activities to maintain a high focus on English including World Book Day, Extreme Reading, Reading Karate, Class Assemblies and our annual drama production.

Our curriculum is underpinned by the the National Curriculum for English 2014 which aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Reading, spelling and phonics are taught discretely but are also intrinsically linked to English sessions. Our whole class marking system picks up misconceptions and errors in a timely fashion, allowing them to be addressed very quickly at a whole class, group or individual level. Robust assessment and monitoring procedures allow for individuals, or groups of children, to be quickly and effectively supported in making the progress of which they are capable. Moderation in key stage and whole school teams, as well as across our TPAT hub, ensure consistency in writing assessment.

English teaching maintains a focus on learning and applying age-appropriate skills in reading, phonics, handwriting and SPaG as well as consolidating key objectives from previous years at key points e.g. beginning of year, beginning of unit. We also ensure that there are high expectations for reading and writing across the wider curriculum.

We have reviewed how we deliver reading and have introduced the Accelerated Reader programme to monitor and manage KS2 pupils' independent reading practice.

We believe that oracy is a key foundational skill which not only underpins the teaching of reading and writing but is also a powerful tool for learning across the curriculum. Our Oracy Vision Statement sets out how we aim to embed a strong culture of oracy within our school.

We provide teacher-led 1:1 and small group intervention for Reading and SPaG in Year 6. In all other year groups, interventions for Reading and Phonics are prioritised and additional time / sessions / support staff used to increase their frequency.

Please see the EYFS Intent statement for the implementation of English teaching in the EYFS.

Following Covid-19, we continued with a range of assessments ensuring, in particular, that regular assessment of intervention ensures that these are accurately focused on the correct pupils, enabling maximum progress to be made.

Supporting Pupils with SEND in English

At Alverton, teaching and learning is structured to support all pupils, including those with SEND, to progressively build on identified core knowledge to know, do and remember more. To achieve this, we adapt our curriculum in every subject to remove barriers to learning for pupils with SEND according to their individual needs and make subject-specific adaptations as appropriate.

Impact

Our 2024 KS1 Phonics data reflects the communication and language needs of our Year 1 pupils. Intervention had a considerable impact on raising initial predictions and an immediate post-PSC intervention programme was put into place with the aim of ensuring that these pupils pass in Year 2. In 2024, we have a 100% pass rate at the end of Year 2.

At the end of Key Stage 2, Reading, Writing and GPS results for the children achieving the expected standard are in line or above national %, including at greater depth. In 2024-25 we will continue to maintain our high expectations for English teaching and

learning with the 2 main areas of focus being on embedding a culture of oracy as well as reviewing and evaluating our writing curriculum.

Summary

We provide a high quality, engaging and well-planned English curriculum, supported by rigorous monitoring and robust assessment procedures, which enables all children to make appropriate progress. We pride ourselves on our strong outcomes for pupils in English and believe that we enable our children to become enthusiastic and capable readers, writers and orators who are able to share their ideas confidently and in a range of contexts.