

## English

### Intent, Implementation and Impact

At Cummersdale School, we believe Literacy is an important part of children's development throughout school, right from Reception to Year 6

We intend on delivering a curriculum which:

- Allows children to be a part of creative and engaging lessons that will give them a range of opportunities to explore literacy through reading, writing and speaking and listening.
- Gives each pupil a chance to believe in themselves and become confident readers and writers.
- Recognises that literacy underpins much of our daily lives and therefore is of paramount importance in order that children aspire and become successful in the next stages of their learning.
- Engages all children and entitles them to the same quality of teaching and learning opportunities, striving to achieve their potential, as they belong to our school community.
- Provides equal opportunities for children to apply their knowledge to other subjects (cross-curricular links).
- Is in line with the expectations in the National Curriculum 2014.

### **Implementation**

Our curriculum is designed to develop children's knowledge and understanding of literacy concepts and skills from the Early Years through to the end of Y6.

Teaching and Learning, Content and Sequence

In school, we follow the national curriculum.

Resources are readily available to assist their learning.

Children have access to various online platforms including Edshed and Purplemash.

## **Reading**

We use Read, Write Inc. as our phonics scheme.

Reading is taught through hearing children read individually and in small groups through guided and shared reading.

We promote the love of reading through activities such as world book day, no pens day, virtual author events, reading in extreme places and sharing our love of reading. There are also various incentives throughout the school to encourage children to read.

## **Writing**

Writing is taught through exciting class texts and class reads with cross curricular links too.

A love of writing is encouraged throughout school in other subjects, handwriting competitions and role modelling. All literacy work is promoted in good work assembly, on displays and in purple writing books which show progress in writing for each individual as they move through the school.

## **Spelling**

Spelling is initially taught through Read, Write, Inc. when children move off this scheme they do Read, Write Spell. Once in the Juniors, Ed shed is used with spellings being learnt and tested.

## **Additional needs**

Children with additional needs are included in whole class lessons and teachers support as necessary. One to one support and reading intervention programmes are also used.

For those children who are working outside of the year group curriculum, individual learning activities are provided to ensure their progress. They may work in small groups with a teaching assistant.

## **Assessment**

Assessment informs the teaching and learning sequence and feedback is given on children's learning in line with our marking and feedback policy.

Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge.

In order to support teacher judgments, children are assessed using NFER tests in line with the national curriculum for reading.

Children have a writing evidence book in which work is put every half term. Writing is moderated regularly by staff for consistency in school. Moderation has also taken place with a neighbouring school and with subject leaders from the cluster.

Summative assessments are completed at the end of the academic year and used to inform parents in the children's end of year report.

The Literacy leader has a clear role and overall responsibility for the progress of all children in literacy throughout school. Working with the headteacher and SENCO, key data is analysed through regular pupil progress meetings and regular feedback is provided, to inform progress and future actions.

### **Curriculum Map**

<b><u>Cycle A</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b><u>Year 1 and 2</u></b>	Fantastic Voyages - Fiction -Bob man on the moon Dougal deep sea diver Postcards, Story writing, comparing stories by the same author.	Non-fiction - Top jobs- astronauts Non-fiction writing - diary entry, fact files and recipes Poetry - Silly stuff nonsense poems	Fiction - What would you do? Silly Bill and operation night monster. Character study Comparing characters and books.	Non-fiction- All about elephants non-fiction writing Non-fiction writing and fact file Poetry - Sensational senses	Fiction - Once upon a time - Mary and the 12 months, the four singers, traditional fairy tales Story language, writing stories, linking to other stories and letter writing.	Non-fiction - does chocolate grow on trees? Instructions Poetry - Pattern and rhyme
<b><u>Year 3 and 4</u></b>	Inform Persuade  Iron Man	Entertain Persuade	Persuade Inform	Entertain Persuade	Entertain Persuade	Inform Entertain
<b><u>Year 5 and 6</u></b>	Cosmic Story Writing Report Writing based on Earth and Space	Cosmic Diary Writing	Percy Jackson Myths and Legends	Percy Jackson Playscripts	Pig Heart Boy Writing a Balanced Argument	Pig Heart Boy Journalistic Writing

<b><u>Cycle B</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b><u>Year 1 and 2</u></b>	Fiction - Guess what Class two at the zoo, Who's our new teacher, aaarrhh spider. Comparing texts, story writing,	Non-fiction - Who lives here? non-fiction writing, job descriptions  Poetry - growing up	Fiction - A twist in the tale Maximus and the beanstalk, don't read this book letter writing, book and film reviews	Non-fiction - All about orangutans Non-fiction writing Poetry - A closer look	Fiction - Muddles and mishaps The whole truth. Penny dreadful and the rat. Comparing books by the same author, Character studies, book reviews.	Non-fiction - Where is the most unusual place to live? non-fiction writing Poetry - Pattern and Rhyme
<b><u>Year 3 and 4</u></b>	Entertain Inform  Escape From Pompeii	Entertain Inform  How to train a Dragon	Entertain Persuade	Persuade Inform  Charlie and the Chocolate Factory	Inform Persuade	Entertain Inform
<b><u>Year 5 and 6</u></b>	Holes Persuasive Writing	Holes Non-Chronological Reports	Goodnight Mr Tom Character descriptions	Goodnight Mr Tom Newspaper Report	Skellig Setting Descriptions	Skellig Diary entries