

English

Curriculum Statement

Intent

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.

In school, we follow the national curriculum and teach English in fun and creative ways .

School is well resourced to assist learning through high quality texts taught through programmes of wordsmith, power of reading and Ashley Booth .

Children have access to various online platforms including Edshed, Teach Your Monster to Read, EPIC, Oxford Owl and Purplemash.

Reading

Read, Write Inc. is the phonics scheme taught in school. We have been using this scheme since 2017 and feel it provides the children with a thorough grounding of phonics. Oxford Owl books are used as reading books for Reception and Y1 which complement the Read, Write Inc Scheme.

Reading is also taught through hearing children read individually and in small groups through guided and shared reading. We have volunteers that come into school to hear the children read on a regular basis.

We promote the love of reading through activities such as World Book Day, No Pens Day, virtual author events, reading in extreme places (A lovely display of photos of the children is up in school) and sharing our love of reading. We have a termly visit from the local library van and children choose books to borrow for the class. There are also various incentives throughout the school to encourage children to read.

The school has an annual reading competition where children read to their class teacher before some are selected to read in assembly to the whole school. A separate theme is usually chosen each year.

Reception - Reading is prioritised in the Early Years. It is underpinned by a coherent and systematic phonics scheme which is taught daily. Read Write Inc is used enabling children to decode letter-sound correspondences quickly. As the children become more familiar with the sound system they begin to blend these sounds to form words. Children are then given the high frequency words to learn which are consolidated daily. Children are exposed to more words as their confidence increases. Common exception words are also taught and children are able to read these on sight. Alongside this reading books are provided which are closely matched to their increasing knowledge of phonics and common exception words to match their ability, changing on a weekly basis.

Within the class, we share a whole class book which is connected to the topic. This is used as a hook for various activities that are set up in the continuous provision. For example, Jack and the Beanstalk coming to life as the children plant their own beans. The gingerbread man was found coming to life running around the classroom using FX Guru. We promote the understanding of texts through drama, using helicopter stories. Children are able to act out the stories as they are being read and are also given the opportunity to act out their own stories.

A love of learning is promoted within the class with a designated reading den where children can access a wide range of books, including those chosen from the visiting library van. Children can escape to the quiet, mood lit area and either share books with their friends or quietly enjoy a book on their own. At the start of the day, children are able to choose from a range of books, both fiction and non-fiction, while waiting for the register. At the end of each day, a story is chosen by a member of the class to share, promoting the love of reading. This also includes time where nursery rhymes are shared developing their knowledge of rhyme and rhythm.

Year 1 /2- A love of reading is promoted in KS1 through the daily reading of lovely books from all genres. We have a display of some of the books children have chosen to have read to them and they often talk about them and re-read them. Reading is modelled by the teacher and teaching assistant reading their own books too and talking about them. Children are encouraged to bring in any good books they have found and talk about them to the class as 'book recommendations'. This has been particularly good for our topic on Castles with lots of Non-fiction and castle stories being talked about. Reading is taught daily through RWI and guided reading sessions. Children do comprehension and we discuss all books we read together. We have a high quality story book which is the focus for our daily literacy lessons through Wordsmith. We also have a topic book display in the classroom.

Homework is set each week - children are expected to read every night if possible. This can be their books sent home from school, on EPIC, Oxford Owl or their own books. Some children have word cards to learn too.

Year 3/4- In year 3 and 4 we know the children are on the way to becoming confident, independent readers. To develop their love of reading, we allow children to choose their own books to read at home or to take a book-banded book from the library to read once a night, as part of their homework. Children also have the opportunity to read and share these books in class during 'Reading Buddies' sessions and quiet reading times. During the week, as a class, we take part in 'Book Talk' sessions. This is an opportunity for the children to read texts of the same type (fiction, non-fiction, poetry) through a specific lens and discuss in detail their thoughts and feelings with the whole class. We use the Power of Reading and Literacy shed plus to form Book studies of high quality texts, fully immersing the children in the stories. The books we use can: help inform our English writing lessons; help teach or highlight social issues; or just for good fun. Our reading display has developed into a Recommended Reading area where the children can swap books, find inspiration for a new read or recommend books for others to enjoy. We take the time to allow the children to listen to the teachers read stories and model the pace and patterns of reading.

Year 5 /6 In Year 5 and 6, the children apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology both to read aloud and to understand the meaning of new words that they meet. They maintain positive attitudes to reading and an understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books. They increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. In Year 5 and 6, Ashleigh Booth's Whole Class Guided Reading Planning has been implemented. For three days we read 'linked texts'- three texts that sit well together. The scheme provides children with wide ranging opportunities to read and enjoy high quality fiction, poetry and non-fiction texts. During whole class guided reading sessions, the children work to develop and hone their key reading skills: decoding, vocabulary, inference, prediction, explanation, retrieval and summarising. We also read a class novel for 15 minutes each day and study this book in our English lessons. This ensures children have access to and study a text in its entirety from start to finish and build the skill of following a text through (for example Holes and Percy Jackson).

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.

Handwriting is taught through the Berol scheme throughout school with Year 2 children starting to write cursive letters.

Each year there is a school handwriting competition where children (and staff) write out a poem in their best handwriting and this is then judged by governors.

Reception - Writing within the Early Years starts with mark making, allowing the children to become controlled in their recording of prerequisite shapes, the fundamental starting point

for letter formation. Once these are mastered, they then focus on letter formation. Letter formation is supported through the RWI sessions, with a new letter being learnt each session. Once they have been learnt then blending and the writing of cvc words is started. The writing of words closely follows the reading progress. Children's knowledge of the high frequency words is consolidated further by being able to spell them. Common exception words are also learnt.

As the children come into school in the morning, children are expected to write their name on the white boards, this starts as overwriting, then copying below and then independently writing their name. As the year progresses children then use this time to practise letter formation of lower and upper case letters. Alongside the class book that is being read, writing tasks are planned for. As the year progresses, children are expected to move from writing single sounds, to words and then to sentences. Children are given the opportunity to mark make and write in various styles across the continuous provision such as writing shopping lists in the shop and writing telephone messages in the role play area.

Teacher-led activities provide the children to write for various purposes. Children are encouraged to have a go and do the work independently applying their phonetic knowledge. In RWI, hold a sentence is used, where children have to write the sentence dictated by the teacher. Talking tins have been used to help those less able or struggling to remember the sentences. Examples of teacher-led writing include: writing instructions for making pancakes, labelling diagrams, character descriptions for Jack and the Beanstalk, storytelling and poetry.

Year 1 /2- In KS1 daily writing activities take place in RWI lessons, literacy lessons and in other cross curricular subjects. Children have the opportunity to write a variety of fiction and non-fiction texts and poems using high quality texts from Wordsmith. Their writing covers a large range of genres including stories, poems, newspaper articles, postcards, letters, instructions and labels. Children also use technology to write. For example, leaflets and non-fiction writing.

They have daily handwriting lessons and Year 2 children are taught handwriting patterns to help and encourage them to join up.

Year 3/4- Children in year 3 and 4 children are guided through their writing with the expectation of increasing their writing stamina and producing longer passages of independent writing. We use high-quality texts from the Power of Reading and Literacy Shed plus along with visuals and video to stimulate children's imaginations and inspire ideas for writing. These texts are also used to explore layout and language of non-fiction texts. We also use Jane Considine's 'The Write Stuff' approach to inform some lessons of writing; to help guide children through sentence stacking (scaffolded writing) before an independent write. In year 3 and 4, teachers and teaching assistants guide the children through a clear writing process and allow plenty of time for generating ideas and planning, drafting, editing and publishing work.

Year 5 /6- In Year 5 and 6, the children continue to develop as a writer, becoming more independent and creative. English lessons are linked to the children's topic and the writing is purposeful so that children know WHY they are writing. Children have the opportunity to explore writing different genres and styles of text, including narratives, non-fiction pieces and poetry. We explore high quality texts that the children can take inspiration from and make sure that learning is engaging. The children may watch videos (The Literacy Shed) and have hands-on experiences of using drama to influence their writing (creating playscripts and adverts). The children are taught to think like authors. They are encouraged to take risks

and explore writing. They experience the whole process from planning, drafting, re-drafting (by proof-reading and editing in collaboration with their teacher) and finally 'publishing' a final piece.

Spelling

Spelling is initially taught through Read, Write, Inc. and children progress through the coloured levels during their time in Reception and Y1. By Y2, many children have reached a reasonable standard of phonics and are ready for more of a challenge. This is provided by Read, Write Spell which consolidates the learning so far and looks closely at spelling patterns. Once in the Juniors, Ed Shed is used with spellings being learnt and tested frequently.

Reception - Early spelling skills are developed following RWI. Children learn to segment and blend the sounds in a word. Children are encouraged to attempt to spell words using their phonetic knowledge. Common exception words are also taught through the RWI sessions. Children use the Phonics Shed/Spell Shed app to reinforce the work done in RWI. This consolidates the phonic knowledge allowing children to spell words which are closely linked to their reading ability.

Year 1 /2- The children have spellings taught to them in RWI or RW Spell as well as spelling lessons to reinforce what they have been taught through various letter patterns and to learn common exception words. They have the opportunity to learn their weekly spellings on purple mash. They also use Edshed to practise spellings. When writing they are encouraged to use their phonetic knowledge to have a go themselves.

Year 3 /4- Spellings are taught weekly with an assessment to end. The children will learn a spelling pattern for associated words on their end of year statutory spelling list. Children learn these spellings through; class lessons, homework and spelling shed games.

Year 5 /6- Spelling is taught through the Spelling Shed scheme once per week. In each year group. Children are taught specific spelling rules which they build on and use throughout the scheme. Spelling is taught through a range of strategies including fun activities and games to embed the spelling rules. These strategies include Battleships, The Spelling Web, Scrabble, Memory Challenge, Spelling Search and Crosswords. Spelling pattern homework sheets are also sent home every fortnight.

SPaG

The teaching of SPAG is ongoing and is taught through grammar and text related lessons as well as specific lessons through other published schemes such as the Headstart scheme

Reception - Through RWI, children are encouraged to write in simple sentences with their 'hold a sentence'. Children are encouraged to use capital letters and full stops. This is reinforced in teacher led writing activities. Punctuation and Grammatical concepts are introduced to the children when appropriate and when they arise. Children are encouraged to re-read their work once they have finished to check that it makes sense. Support can then be given to correct any misconceptions.

Year 1 /2- The children are taught through RWI, literacy lessons and SPaG lessons. Children are constantly reminded to use what they have been taught in all their literacy work, plus written work in other curriculum areas.

Year 3 /4 - The children in year 3 and 4 are taught to use precise grammatical terminology in context, using the high quality texts or through 'The Write Stuff' approach. We teach stand alone SPaG lessons if required to improve knowledge of concepts or tackle misconceptions.

Year 5/ 6- There is an English focus across all curriculum subjects which include NC SPAG skills. SPAG is taught within a discrete English lesson with a specific focus. This allows opportunities to reinforce and elicit links to prior learning to subsequently progress onto new learning. Within a writing unit, stand alone grammar and punctuation lessons are used to develop, embed and consolidate understanding.

Speaking and Listening

Every year the children have the opportunity to participate in a reading competition and read a part of a story or a poem to the whole school.

Reception - There is a focus on speaking and listening throughout Early Years. Children are encouraged to develop their communication skills through continuous provision. Children develop their listening skills through play, taking it in turns with games and activities. Children are given the opportunity to speak in front of the class as well as in small group situations, sharing news with the class. Children are encouraged to consider their audience with correct modelling of spoken language and sentence structure being promoted. Children develop their listening skills when in whole school situations such as assemblies, teacher input and during story times.

Year 1 /2- Children in school enjoy doing speaking activities, in particular the daily 'show and tell' of interesting things to the class. In literacy lessons there are opportunities for drama and 'hot seating'. Children are proud of their school work and talk about it in front of the whole school in assemblies. They perform plays with speaking parts for audiences. They listen well to guests in school such as guest story tellers.

Year 3 /4- The year 3 and 4 classroom is a hive of conversation and it is encouraged to have children speaking, sharing ideas, discussing work and asking questions. We use a lot of drama and singing to help us learn across the curriculum. We allow them to take control of the reading; reading out loud in small groups and to the whole class. We use Showbie and other apps to record our thoughts and ideas vocally.

Year 5 /6- Children in Year 5 and 6 are confident in selecting and using appropriate registers (tone and volume) for effective communication, including a command of Standard English. They demonstrate a degree of confidence and mastery of language when describing or explaining before the class (which they enjoy and are confident in doing). The children prepare poems and play scripts to read aloud and perform clearly, audibly and with appropriate intonation before a wider audience (e.g. school assemblies).

Additional needs

Children with additional needs are included in whole class lessons and teachers support as necessary. For those falling significantly behind, assessments are carried out and various literacy based interventions are used to plug the gaps. Cumbria Reading Intervention, a 1:1 40 session programme helps to bridge weaknesses in reading, where Hatcher levels books are used which are finely graded. For those struggling with spelling and writing, Structured Reading and Spelling is followed, a similar 40 session 1:1 programme. 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.

Children also have access to technology to assist them with their daily learning such as Showbie and reading pens.

Impact

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 a sample of work is included 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.

Our children enjoy all areas of literacy and are rightly proud of their writing. We, as a school, like to provide the children with the opportunity to do their very best in writing starting with the first stages of mark making to writing longer, more complex pieces in a variety of genres.

Curriculum Map

<u>Cycle A</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Reception</u>	Magnificent me! Happy Birthday We're going on a bear hunt. Writing from texts-name, lists, labels and writing for a purpose.	Celebrations , Stick man, The Christmas story, Room on the broom, Funny bones. Retelling stories, letter writing, labelling.	People who help us. The tiger who came to tea, The enormous turnip. Rhyming words, instructions, captions, recipes, lists, letters, messages	Growing Handa's surprise I will not ever NEVER eat a tomato Jack and the beanstalk. Story maps, captions, simple sentences, description.	Amazing animals The gruffalo, What the ladybird heard, Rosie's walk. Writing for a purpose, Rhyming words, recount, poems	Under the sea Billy's bucket, Hooray for fish Rainbow fish. Non-fiction writing, story writing,
<u>Year 1 and 2</u>	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
<u>Year 3 and 4</u>	Stone Age Boy Fiction- Character study. Story writing. Non-fiction- Stone age Report	The Iron Man Fiction- Story Writing	Ice Palace Fiction - Roman Myth Non-fiction- How to build a Roman Road Persuasive speech.	Green Ship Setting description List Poetry Narrative - innovation of story	Blue Umbrella Fiction- story writing River Poem	Non-fiction- Sports Commentary New Sport - Explanation text
<u>Year 5 and 6</u>	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

<u>Cycle B</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Reception	Magnificent me! Happy Birthday We're going on a bear hunt. Writing from texts- name, lists, labels and writing for a purpose.	Celebrations , Stick man, The Christmas story, Room on the broom, Funny bones. Retelling stories, letter writing, labelling.	People who help us. The tiger who came to tea, The enormous turnip. Rhyming words, instructions, captions, recipes, lists, letters, messages	Growing Handa's surprise I will not ever NEVER eat a tomato Jack and the beanstalk. Story maps, captions, simple sentences, description.	Amazing animals The gruffalo, What the ladybird heard, Rosie's walk. Writing for a purpose, Rhyming words, recount, poems	Under the sea Billy's bucket, Hooray for fish Rainbow fish. Non-fiction writing, story writing
Year 1 and 2	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 Billy 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
Year 3 and 4	Escape From Pompeii Fiction- Story writing Non-fiction- News reports	How to train a Dragon Fiction- character description Non-fiction - Instructions	Mouse, bird, snake, wolf Line Poetry and Kennings Fiction: Creating a descriptive piece about characters and events.	Charlie and the Chocolate Factory Fiction: character description, story writing Non-fiction: Explanation text	Varjak Paw Poetry Persuasive Writing Newspaper report	The Frog Prince Continued Non-Fiction - Diary entry Play scripts
Year 5 and 6	Holes Persuasive Writing	Holes Non-Chronological Reports	Goodnight Mr Tom Character descriptions	Goodnight Mr Tom Newspaper Report	Skellig Setting Descriptions	Skellig Diary entries