



love the journey

Curriculum Implementation 2024-25

Primary

LCA Strand	English
Subject	English

<p>What are the key concepts taught?</p>	<p>Phonics:</p> <ul style="list-style-type: none">• Vocabulary is developed explicitly to reduce the word gap in the early years, and to enable disadvantaged pupils to develop their vocabulary faster.• The school prioritises daily teaching of systematic synthetic phonics from the start of the Reception year and into Key Stage 1, until pupils are fluent in word reading (decoding) and transcription (spelling and handwriting).• Daily opportunities for pupils to apply their knowledge of GPCs (grapheme-phoneme correspondence) by reading 'decodable' books that support their fluency in reading.• Teachers focus on identifying pupils who are not able to decode accurately (or are otherwise at risk of not learning to read) early and prioritise teaching them to read.• The programme of reading develops pupils' accuracy and speed.• Pupils practise composition through oral activities before their transcription becomes fluent.• Pupils get the practice they need to acquire fluent transcription skills (spelling and handwriting), which is the foundation for their progress in writing.• Carefully chosen dictation activities enable pupils to practise and apply their spelling knowledge and segmenting skills. This allows them to practise in a controlled environment, without having their working memories overloaded by sentence composition. <p>Spoken Language:</p> <ul style="list-style-type: none">• An effective spoken language curriculum identifies the components that pupils need to learn for successful spoken communication. It focuses on interrelated aspects that constitute effective spoken language (physical, linguistic, cognitive, and social and emotional).
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- Teachers equip pupils with the right knowledge and vocabulary for them to be able to effectively speak on a given topic.
- Pupils learn how to take part in exploratory talk and use talk-to-present ideas.
- There is a focus on ensuring that pupils can select and use appropriate grammar and register for audience and purpose, including standard English where necessary.
- Teachers model spoken language for pupils. This includes language that pupils might not encounter away from school.
- The curriculum provides frequent opportunities for pupils to practise, refine and apply their spoken language knowledge and skills.

Reading:

- The reading curriculum enables pupils to read increasingly complex text.
- Teachers develop pupils' reading accuracy, automaticity and prosody.
- Time is allocated for reading across all areas of the school curriculum, to develop pupils' reading fluency.
- Instruction in reading comprehension strategies is time-limited and explicit.
- Knowledge necessary for comprehension is taught explicitly and includes vocabulary, knowledge of narrative structure, lexical and syntactical knowledge, as well as knowledge of context and ideas in the text.
- Teachers emphasise the relationships between words, helping pupils to explore morphology and etymology to support their comprehension and spelling.
- Teachers encourage pupils to read for pleasure, helping to ensure that they become accomplished readers as soon as possible.
- Planned and spaced recall helps pupils to retain new vocabulary they have learned.

Writing:

- Pupils' accuracy and automaticity in transcription are developed early on and secured by lower Key Stage 2, so that older pupils are able to pay attention to the higher-level processes of composing, planning, writing and revision.
- Pupils write frequently, for a range of audiences and purposes (once they have sufficient accuracy and automaticity in transcription).
- Teachers directly teach sentence construction, control of grammar and syntax, so that pupils can use them with accuracy, confidence and increasing flair.
- Teachers teach older pupils to master the components of how to plan, draft, revise and edit their writing.

<p>What is the sequencing of units?</p>	<p>Outline of all unit available in separate documents.</p> <p>Phonics: All pupils begin EYFS following the Read Write Inc, programme. This is carries through until they finish the grey level. This systematically builds pupils' knowledge of vocabulary, reading, writing, composition and comprehension.</p> <p>Writing: We provide high-quality teaching of writing using the Read to Write programme through pupils' high-quality literature (Vehicle Texts). Our units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. These units have been carefully mapped out so the entire statutory curriculum for writing is covered for each year group. Genres are revisited throughout the key stages to build on prior knowledge and ensure all pupils can write for a broad range of purposes and audiences.</p> <p>Reading: As well as through our English lessons, we use the Steps to Read planning to support whole-class shared reading, using carefully crafted units of work. These units of work also help us to provide curriculum knowledge for foundation subjects. We teach all aspects of word reading and comprehension through high-quality fiction, non-fiction and poetry texts. We have a clear teaching sequence to reading sessions that explicitly teaches reading skills and strategies in a cumulative way through evidence-based approaches. These comprehensive units have been constructed so that the entire statutory curriculum for reading is covered from EYFS to Y6.</p>
<p>How do we encourage pupils to see the links between different units and concepts?</p>	<ul style="list-style-type: none"> • Units are designed to revisit and build on previous lessons from the key stage, to broaden knowledge and understanding of a range of genres. • Several of the Vehicle Texts we use have strong thematic links to the Science, History and Geography curriculums.
<p>What are the planned opportunities for adaptive teaching, including for SEND, the more and able and disadvantaged pupils?</p>	<ul style="list-style-type: none"> • Teaching is adapted to meet the needs of individual children rather than focusing only on differentiated teaching, activities or resources to achieve a curriculum goal. • Reading interventions incorporate training in knowledge of letter-sound correspondences, and how to apply knowledge of phonics to reading and spelling. • Struggling pupils have more opportunities for repetition where necessary. This can secure essential knowledge to automaticity.
<p>What are the planned opportunities for retrieval and reflection by pupils?</p>	<ul style="list-style-type: none"> • Lessons begin with a Starter, which aims to revise previous learning and prepare for the coming lesson. This gives teachers the opportunity to revisit prior learning or gauge where to pitch their lesson. • Answers and responses are gathered in a range of ways including verbally, on white boards, talking to partners and sticky notes. Working walls, helps desks and washing lines all

	<p>provide opportunities for pupils to access prior learning, WAGOLs, vocabulary and visual stimulus.</p> <ul style="list-style-type: none"> • GAP pages (genre, audience, purpose) at the beginning of each unit give pupils an idea of the topic to come, with key vocabulary. They can refer back to this page and fill in details as the unit progresses. • All pupils are given opportunity to reflect on their writing, challenge themselves with next steps or adjust answers or compositions using redraft flaps or purple pen.
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<p>What are the opportunities for feed forward by the teacher post assessment outcomes?</p>	<ul style="list-style-type: none"> • Teachers give feedback through marking independent tasks and pupils are given opportunities to review and act on this. • Feedback can also be built into Starters in next lessons to practise specific skills. • All pupils receive two stars and a wish at the end of their independent writing which allows them to see what they have done well and their steps to progress. • General feedback for SPAG and reading is done in lessons where teachers will focus on specific elements of both comprehension and grammar needed by the class (as seen from marking papers) following an assessment point.
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<p>What are the planned opportunities for developing Reading?</p>	<ul style="list-style-type: none"> • The curriculum has been designed to foster a genuine love of literature, and an ability to respond to texts personally. • The curriculum has been designed to enable pupils to deepen their understanding in the four domains or fields of knowledge in literature, and to apply the key concepts from each field using disciplinary methods in their writing (the history and development of literature; the craft of the writer; the response of the reader; the nature of literary study). • The curriculum includes a range of ambitious whole texts in different forms and genres, which have been carefully chosen using subject-specific criteria. • Over time, teachers build pupils' 'readiness' for future encounters with texts and critical views. They do this in a meaningful way so as not to narrow the literature curriculum. • Teachers introduce pupils to texts that they would not choose to read for themselves, especially from other times and places and with a range of perspectives.
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<p>What are the planned opportunities for developing literacy, numeracy, oracy and SMSC?</p>	<ul style="list-style-type: none"> • The English curriculum is planned to use a broad range of high-quality texts which promote a love of reading as well as understanding of the world around us. These texts are often linked to topics taught across multiple subjects and allow pupils to build on their own experiences and those of others. They also give pupils' the opportunity to develop a broader awareness of not only literacy but the wider context of their text. Experience of a range of texts allows for engaging lessons and conversations centred around various spiritual, moral, social and cultural ideas. • All English units have opportunities for pupils develop their oracy skills in a range of ways including: verbal feedback,
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reading aloud (pupils and teachers), performance poetry and plays, talk tasks in groups, and sharing ideas with partners.