

English Curriculum Intent

Vision

Our curriculum at Lockerley Primary School encompasses the following aims to meet the needs of our children and the English curriculum is vehicle to bring these aims to life:

Aims of our curriculum

- **ACTIVE - Provide richness and depth to inspirational learning in school**

An inspiring, text-led English curriculum allows pupils to make links between each area of learning.

- **EXPERIENCES - Provide a breadth of opportunity out of school whilst rooting children in their immediate and local environment**

Discussion, debate, drama, role-play and speaking and listening provide the foundations for thinking and writing.

- **DIVERSITY - Build cultural awareness & knowledge to encourage children to be outward looking and forward thinking**

Literacy is a subject in its own right but also the medium for teaching. It is therefore essential that pupils transfer their literacy skills to all subject areas in order to communicate their knowledge and understanding effectively.

Vocabulary is explicitly taught in a language-rich learning environment for both breadth and depth to the children's speaking, reading and writing.

- **PURPOSE - We believe learning should matter**

Making meaning is central to the teaching of writing. Pupils are taught to consider purpose, audience, form and viewpoint when writing, and teachers consider these elements when designing tasks. The aim of teaching writing is to develop motivated and independent writers; those who write with understanding and purpose.

Implementation

Phonics

Synthetic phonics is taught in a fun and engaging way across KS1. We predominately follow the 'Letters & Sounds' programme and phonics is delivered daily. Phonic teaching is matched to the children's gross and motor skills assessments. Teachers maintain accurate assessments on children's attainment of phonic sounds. All children are read with individually on at least a weekly basis and key children, identified through early assessments, are read with on a daily basis. Parents are invited in for a phonic workshop within the first month of starting school. All children take reading books home which are matched to the phonic sounds they have learnt.

In EYFS, after the autumn term children who are not keeping up with the pace of phonics learning are identified for extra interventions (precision teaching/ booster groups). In the spring term the children participate in Guided Reading sessions daily.

Daily discrete synthetic phonics continues into Year 1. This is taught between the class teacher and LSA. Pupil Progress meetings at the beginning of the term identify children who are at risk of not passing the phonics check and additional phonic sessions are planned and home school support. The class teacher communicates with parents the phonic sounds learnt on a weekly basis and suggested consolidation activities. Additional reading opportunities for key children are planned with reading buddies and in Breakfast Club and After School Club.

At the end of 2019, our Phonic and Reading attainment were below where we expect. Therefore we have carried out some detailed analysis and have written action points to raise attainment and meet our expectations at the end of 2019-20.

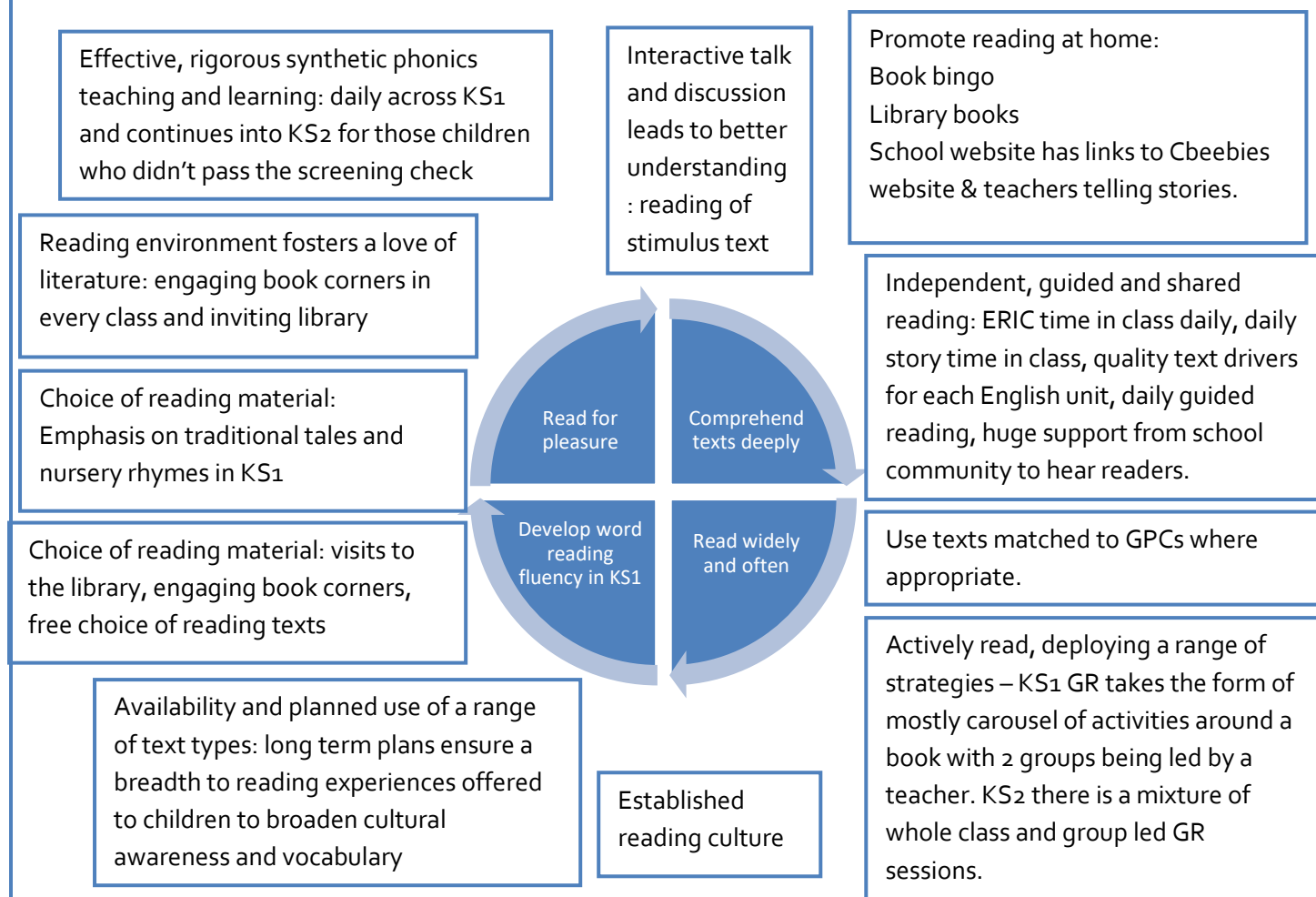
Children who don't pass the phonic check in Y1 are closely monitored throughout the school. They are enrolled onto the 'Lexia' programme. This allows teachers to track attainment and set targeted interventions. They are read

with daily by an adult in the school and either receives a reading buddy or is a reading buddy for a younger child in the school.

Our reading principles: We believe reading to be an essential skill for all children to have as it is a gateway for much future learning. Children who cannot read are significantly disadvantaged. We also believe that children both have to love reading and be skilled in reading. Both are equally important, and lack of either again places a child in significant disadvantage.

Our reading aim is in EYFS and KS1 is to develop fluent readers who are able to decode texts and develop a love of reading.

In KS2 our aim is to embed the enjoyment of reading and develop the comprehension of texts.



Reading for pleasure is built into our curriculum in many different aspects of what we offer our children. We feel it is important to show the children that we too read for pleasure. Around the school, there are posters up showing the books the adults in the school are enjoying reading at home. Alongside this is the poster showing the text the class are enjoying.

There is a 'Reading for Pleasure' display board set up by our Y5 librarians. They run a book club on Wednesday lunchtime for KS1. They also run competitions throughout the year to encourage children to read at home. They provide book reviews and suggestions of books.

In EYFS the children take home a reading book matched to their phonic level but they also take home a library book to share with an adult at home. As the children move up through the rest of the school the number of reading books change but they always have a library book to take home to share with an adult.

During lunchtimes there are books from the library outside for the children to enjoy with either friends or a lunchtime supervisor.

At Lockerley we aim to provide a balance in our reading curriculum of opportunities for children to be read to, read with and read by themselves:

Reading with...	Reading to...	Reading by...
Small group and guided reading Guided Reading takes place on a daily basis in all classes. During these sessions, the class teacher and LSA read with a different group a day. The other children are either reading with an additional adult or completing a task around the text. Whole class shared reading All English writing units have a key text driver. This is a high quality text which the writing is based around. This book is shared with the class through whole class shared reading. The text will be used as a WAGOLL to support the children with their own writing. 1:1 Reading Children have been identified who need to be read with on a daily basis with an adult. This could be because they did not pass the Phonic Check, they are Pupil Premium or that they are not meeting ARE in Reading. Reading Intervention ‘Switch On’ Children, who are not meeting ARE, are identified to work with an adult on Switch On. This is a daily programme of reading with an adult. It has shown to increase the reading age of the pupil within 12 weeks. Reading Breakfast Every Wednesday morning, children are invited into school early at 8:15 with their parent to share a book together and have a breakfast. Certain families are targeted with an email invite but the breakfast is open to everyone by signing up the day before.	Class Story Every class has a class book which the teacher reads to the children on a daily basis. There is a poster on each class door which says the book the class are reading. Book Club Once a week a book club is run by Y5 children for KS1 children to attend. During the session, which takes place at a lunch time, the Y5 children read a book to KS1 children and then the KS1 children complete an activity around the book. Reading Buddies Children have been identified to have a reading buddy once a week. All children who are reading are not meeting ARE, their buddy will either be a Pupil Premium child or not have passed the Phonic Check themselves.	ERIC Everyone Reading In Class – this happens each day in class. All children read a book of their choice for 10 minutes in class. Library All children go to the school library once a week to get a book to enjoy at home. Reading in the wider curriculum Children have many opportunities to apply their reading skills in the wider curriculum. Book Bingo Each term the children take part in the book bingo. Over the term there are a number of different genres and authors to read at home in order to achieve the bingo. If they are able to get all 3 book bingos they are awarded a badge at the end of the year. Lexia Targeted children (all KS1, PP, SEND, failed phonics) have a login to programme and use it at least 3 x week.

All of these activities build motivation of pupils, develops their vocabulary, models fluency, builds background knowledge and cultural capital, develops communication and a shared reading history that can be referenced and reading books planned across the year builds cultural capital.

Reading In Practice : How do we ensure that children develop both a love of reading and a skill in reading.

1. Love of reading:

- Children read every single day to a skilled and enthusiastic adult.
- A planned and sequenced choice of books that are read aloud to the children over the year.
- Children vote for the book they would like read in story time each morning
- Quality texts drive all English and Project units of work
- ERIC time every day in class
- Class story time celebrated in each class, posters on class doors
- All adults model reading, posters of which book each adult is reading around school
- Book corners inviting in every class
- Bedtime book box – children can borrow a book home to have as a bedtime story
- Reading breakfast – families invited into school early every Wednesday to share a book together
- Book club – KS1 book club led by KS2 children
- Reading buddies – KS2 children read to KS1 pupils twice a week

2. Skill of reading :

- Daily phonics teaching following Letters and Sounds programme.
- Home reading books linked to phonic sounds being taught
- Individual support for children falling behind, e.g. additional reading, switch on programme, precision teaching, booster groups
- Lexia programme for all KS1 children and any child in KS2 who didn't pass phonics, PP or SEND register.
- Daily guided reading sessions
- Parent phonic workshops

Our Writing aim is...

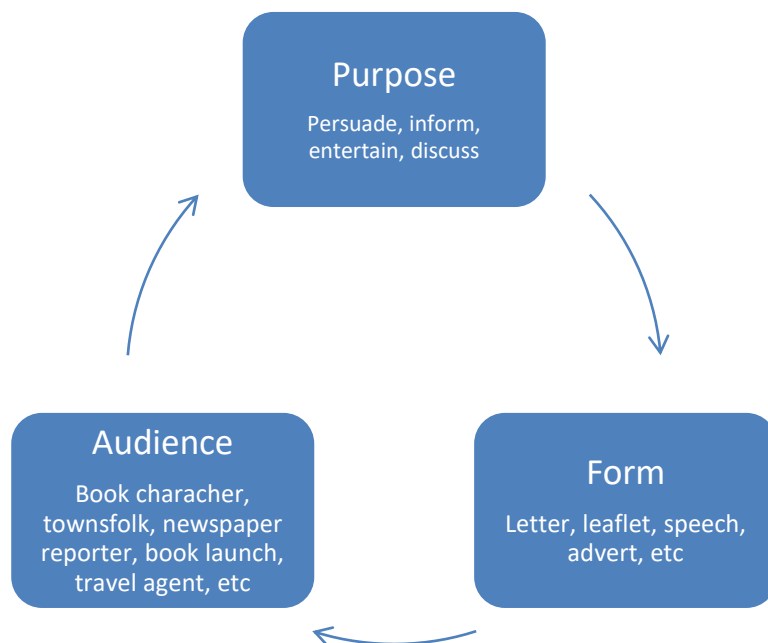
To develop motivated and independent writers: those who write with understanding and purpose.

At the start of school it is very important that the children are ready developmentally to write. Writing follows talk and reading. In order for a child to write something, they need to be able to say it first. This is achieved through a programme of play where young children learn to interact, talk and understand as well as develop physically. During the first term of Year R our main focus is the prime areas by providing opportunities for talk. This is encouraged at home with the use of the 'Walk and Talk Boards'.

During the Autumn term all the children complete the ABC (Achieving Body Control) programme and FMS (Fine Motor Skills) programme from the Hampshire therapy pack. It is run alongside a home programme which is shared with parents through tapestry. This informs further additional interventions required for specific children. The children then move onto Clever Bodies which incorporates balance, motor planning coordination, ball skills and clever hands. All of these activities are interwoven into the curriculum and provision. Children are provided with specialist ergonomic cutlery in role play and in the dinner hall to support fine motor skills to cut up food.

Phonic learning and letter formation matches this provision with drawing around large letters on the black board or painting with water. Writing resources also match the children's physical strength. Large writing materials are used and over time these are refined down to finer and smaller materials in order to develop handwriting speed, fluency and legibility.

In order for the children to become motivated and independent writers they need to write with understanding and purpose. When planning writing units we ensure there is interplay between purpose, audience and form.



We motivate children to write and join us on the learning journey by:

- **Engaging texts for inspiration:** All texts are planned across the year in order to ensure progression and build on cultural capital. We ensure they are high quality texts which can be used as WAGOLLS. The book choice is key in encouraging children's creative response. Using high quality books to inspire and emulate writing encourages children to think of themselves as writers. We have also found that using books as inspiration for writing works well with the lower attaining pupils and reluctant writers.
- **Use of 'real' purposes and audiences:** After reading the book 'An Ethic of Excellence' by Ron Berger we ensure all our outcomes are authentic for the children. As much as possible we use real life critical audiences to motivate the children. For example Y3/4 children presented their newspaper articles to a reporter of the Daily Echo and Y5/6 children are going to present travel brochures to a local travel agents.
- **Intriguing objects/ situations:** Hooks are sometimes used at the start of a writing unit to provide an experience for the children to support them with their writing. For example Y1/2 found a chest buried in the school grounds when reading the story 'Winters child'. We have found that children enjoy writing when it's taken beyond the classroom or involves an intriguing event/ hook.
- **Use of drama:** During the 'Stimulate and Generate' phase of the writing unit children will use drama to get into role of a character or retell a story. For example Y3/4 used drama to act out the volcanic eruption in Pompeii to support their newspaper report writing.
- **Use of technology:** ipads, cameras and laptops are used regularly within the writing unit. Ipads have been particularly successful at motivating writers to edit. Children will read aloud their writing into the ipad, listen back and edit.
- **Cross curricular approaches:** All of our writing units are linked to other areas of the curriculum. Each term has a foundation subject driver and this is linked to the text driver in the writing unit. For example during the 'Discover term' which is History led, Y5/6 were learning about Victorians so the text driver was 'Street child'.

All of this is key to ensuring the children are motivated to write. Research has shown that *'Children enjoy writing more and write better, when they're inspired by a high quality book they've loved'*

Learning Journey

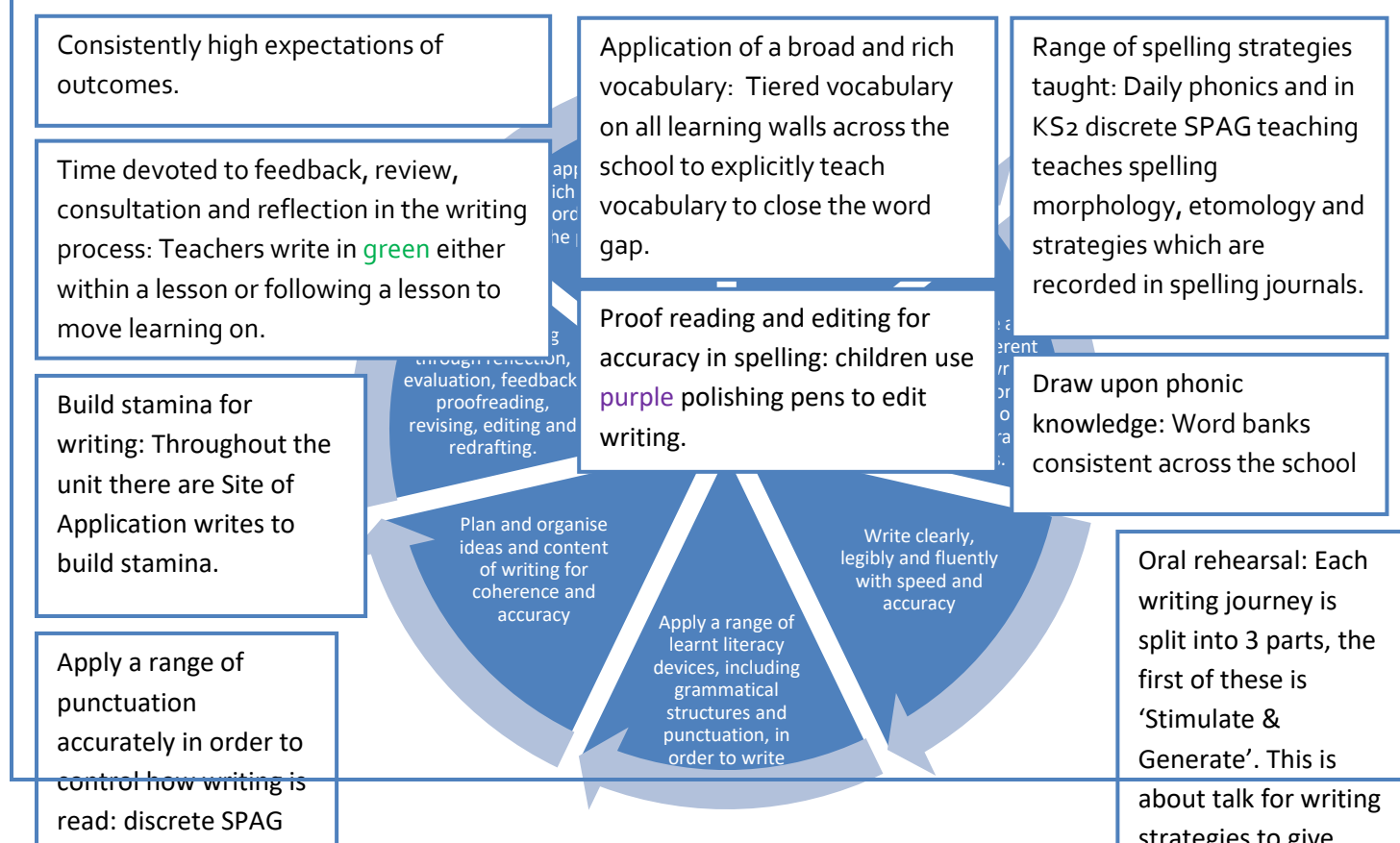
In each class the writing learning journey is central to the teaching. The purpose and audience is made clear to the children. In each classroom there is an English learning wall. On the wall there is a WAGOLL. This will incorporate all the skills they will be learning within the unit. Each step is then displayed on the wall towards the final goal.

Therefore children are able to understand how one lesson builds on another within the journey. Teachers plan from the National Curriculum objectives alongside the Hampshire Assessment model.

Each class has a long term plan which outlines the learning journeys with writing outcomes to be completed over the year, referring to the quality texts. Within each learning journey there are 'site of application' writing opportunities built in. These pieces of writing require the children to apply previously learnt skills of a different form from a previous unit without any direct teaching. There are an increasing number of 'site of application' pieces across the year to enable pupils to apply their learning and see skills transferred to a new context. These 'site of application' outcomes enable teachers to assess what learning pupils retained and can apply independently. For pupils, they provide spaced practice, strengthening learning over the year. This is a progressive cyclical learning approach where learning is revisited over the course of the year, deepening their understanding each time.

Assessment

Assessments are made by the teachers continuously and used to plan subsequent lessons. Live marking within lessons drive immediate feedback and adaptations to learning. Teachers track individual progress on assessment sheets. These help the identification of gaps in learning and potential pre-teach groups when the learning is revisited in the next phase. Data drops happen 3 times a year and are reported to parents through report cards and parent consultations across the year.



Apply correct letter formation and correct tripod grip: all children learn a cursive script from EYFS. All font used in school is cursive script. Handwriting practice is completed weekly; 'speed up' intervention is provided for children needing additional support.

Exposure to a range of literary models/
WAGOLLS: These are used to model from and on learning walls in class. There is always a child's example: 'Be more like...'

Writing units are planned over the course of the year to ensure the children have the exposure to a broad range of texts to develop their cultural capital and be more outward looking.

Audience, purpose and form are integral to the writing purpose: These are made clear to all children and are on the writing walls in each class. Writing is planned with the purpose, audience and form in mind.