

## Curriculum Statement for English

*“Literacy is the ability to read, write, speak and listen in a way that lets us communicate effectively and make sense of the world.”*

(National Literacy Trust)

### Aims and Objectives

The aim of our English curriculum is to provide thoroughly engaging experiences for children throughout the school so they are able to read, write and speak fluently to communicate their ideas and emotions to others. We take every opportunity to immerse the children in engaging, high quality texts through drama, role play, storytelling, art, music and discussion. We aim to provide all children with a language rich environment that promotes a love of reading and writing, to value books as a basis for learning, pleasure, talk and play, to teach the craft of writing to allow children to write for a range of purposes, to develop their spelling, grammar and punctuation skills as well as to develop their confidence to express their views in speech and writing.

### Visions and Values

Our English curriculum is underpinned by Cherry Tree’s values and vision. The curriculum allows children to be well prepared for future years and the wider world. We encourage all children to share their success in their learning as well as giving them many opportunities to edit and improve their work. Our curriculum allows children to develop their individual skills as well as working collaboratively to develop their English skills in a range of ways which link to the National Curriculum.

### Teaching and Learning

At Cherry Tree, in EYFS and Key Stage 1 classes, there are daily phonics sessions that stimulate learning and understanding of the foundations of reading and these are supported by use of games, physical resources, songs and rhymes. We currently use Little Wandle Phonics when teaching the sounds letters/groups of letters make. We teach children to blend sounds together in order to read words and to segment the sounds within a word to help them to spell.

We use the ‘Jonathon Bond Toolkit’ to support the teaching and learning of English across the school which links to and covers the National Curriculum Programmes of study effectively. Throughout the school, each year group has a focus text per half term which they use to complete poetry, fiction and non-fiction writing. The focus texts and writing genres have been carefully mapped out by the English Leaders and enable children to develop and embed their skills across a range of text types which shows clear progression in each year group. This format is repeated every half term meaning that each year group visits poetry, fiction and non-fiction writing at least six times across the year. The wide range of resources allow children to be motivated and capture each individual’s skill development and develop creative pieces of

reading and writing. Teachers have access to a range of resources to support their own subject knowledge as well as ensuring the children are engaged in learning at a level that is suitable to individual needs.

Daily English sessions, combined with spelling and grammar sessions support the children's basic skills to help them develop and embed their knowledge across the curriculum when practising English objectives. Spellings are sent home weekly and are based on the learning, which takes place in spelling sessions. In the Early Years classes English is an integral part of all of the children's learning with elements taught specifically under the areas known as Communication and Language and Literacy.

All staff implement the core skills in English by creating environments where reading and writing are promoted throughout the school. These skills are embedded within English lessons but are also developed in every area of school life in some form. We promote a love of reading through our wide range of books available to the children:

- our Little Wandle Phonics scheme is the starting point for new readers,
- promoting the support of reading out of context
- providing opportunities to explore books for pleasure, including within different subjects,
- promoting key events such as World Book Day, National Poetry Day, our own Cherry Tree Book Week and
- key authors allocated to year groups.

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### Assessment and Recording

English learning is recorded in individual English books, English Other books, Writing Assessment books as well as spelling books to record spelling tests and reading diaries. This allows the children to plan, write and edit their writing as well as develop their basic grammar skills. This approach provides opportunities for the children to refer back to prior learning. All areas of English learning are recorded on Tapestry for our EYFS children, these reflect achievements in school as well as input from family and careers.

Teachers assess English during whole school assessment weeks through writing assessments, PiXL reading assessments, practice papers (depending on year group) and teacher assessment. We also use nationally recognised assessments such as Salford Sentence Reading Tests and YARC (York Assessment of Comprehension). Data from assessments helps to form an overview of where each child is in their learning and gap analysis.