

Curriculum Quality
English

Subject Leader:
Sarah Sellick

Intent:

We aim to deliver an exciting, innovative, rich and varied English curriculum. By recognising the children's prior learning, we tailor English lessons to meet the needs of each unique individual. By creating a communication-supportive environment for all pupils, our English curriculum enables and empowers children's written, oral, reading and creative language skills. In English lessons, we believe in providing pupils with subject specific vocabulary and knowledge to allow them to build links and enhance their learning across other subjects. Having knowledge of spoken language, reading, writing and vocabulary is an integral aspect of every subject and fluency in English language is an essential foundation for success in the curriculum as a whole. We aim to nurture the children's love of language and literature in order to give them the confidence to continue reading and writing throughout their lives.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The overarching concept for English at The Marchant-Holliday School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Implementation:

Reading, Writing, Grammar, Phonics and Spelling:

Three years ago, we introduced the Read, Write, Inc. scheme for reading, writing and phonics. Read Write Inc (RWI) is a phonics-based programme that helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. The scheme was developed by Ruth Miskin and more information can be found at www.ruthmiskinliteracy.com. At the Marchant-Holliday School, we baseline all of our new starters using the RWI phonics screening, the York Assessment for Reading Comprehension and spelling assessments to ensure that we are delivering the programme for the right stage of each pupil's English development. Daily, differentiated, phonics lessons provide the scaffold upon which the children develop their other English skills. Teaching phonics in this way enables children to learn the building blocks for segmenting and blending words for spelling and reading and gives every child the opportunity for success. We ensure consistency across the school by providing extensive phonics training and developing a shared understanding of how to teach children to read and write. As RWI uses strategies of participation, praise, pace, purpose and passion the children are engaged and know the aim of each session.

Once the children are secure in their phonics knowledge, they move on to the Ruth Miskin Language and Literacy programme. This lively and engaging scheme for fluent readers, teaches the children to read, write and discuss a variety of fiction and non-fiction texts with maturity. By developing stamina and skills to write at length, with accurate spelling and punctuation, pupils can build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do will include narratives, explanations, descriptions, comparisons, summaries and evaluations. Such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

Spelling sessions are taught explicitly and build upon phonics knowledge. We follow the Westover Green scheme for Key Stage 2. Each week involves focusing on a spelling rule, which is taught. Follow-up activities consolidate the children's learning.

To embed their literacy knowledge, the children enjoy cross-curricular writing opportunities and this is part of their thematic learning experiences. Taught in termly blocks, these learning experiences enable the pupils to become fully immersed in a specific area of study and build up their knowledge in an engaged way. This year we have expanded our library provision and the students are encouraged to borrow books from the extended range of texts. To enrich their language and imagination the pupils take reading books home to share with their families and have daily story sessions timetabled as part of their school day. We encourage a love of reading, information sharing and reading in the wider environment. In order to develop the pupils' comprehension skills, we have guided reading sessions in order to explore characterisation, motivations, settings, context and layouts of texts.

Spoken Language:

Children will be taught to speak clearly and convey ideas confidently using Standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will be taught to give well-structured descriptions and explanations and develop their understanding through exploring ideas. This enables them to clarify their thinking as well as organise their ideas for writing. Each class has the opportunity to plan and deliver exciting assembly topics to their peers and demonstrate their public speaking skills. Drama, poetry recitals and song provide experiences to enhance knowledge of the spoken word.

Curriculum Overview (Knowledge and Skills)

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1/2 A	London's Burning Diary entries, chronological reports	Amazing Animals (The Mixed-Up Chameleon) Narratives, familiar stories, rhymes, repetitive language	Passport to China (Tikki, Tikki Tembo, Lao, Lao of dragon Mountain) Non-chronological reports, fact sheets, letter writing Stories from other cultures	Watch out there's a Monster about (Not Now Bernard, the Gruffalo) Poetry, Explanations- flowcharts/diagrams	The Secret Garden (The Curious Garden) Narrative, Adventure, settings	I do like to be beside the seaside Recounts, instructions
Year 1/2 B	Dungeons and Dragons (Fairy tales) Explanations and investigations	Out of Africa (The Village that Vanished) Chronological reports News reports Traditional tales	Brilliant Brunel Fact files and information sheets Letter writing	How to Grow a Human Character profiles Traditional tales	A World of Art (The Katie Collection) Narrative Familiar authors Play scripts	Predators and Prey Recounts, poetry
Year 3/4 A	The Ancient Egyptians Poetry Characterisation, settings and narratives Stories from other cultures	The Electric Age (Unplugged) Persuasive discussion. Chronological reports	What's the Matter? Instructions and explanations	A Drop in the Ocean Characterisation, settings and narratives Adventure story	Around the world in 80 Days Dear Teacher- Letter writing	Roll out the Romans Non-Chronological Report Newspaper reports

Year 3/4 B	History Rocks (Stone-Age boy)- Characterisation, settings and narratives	Remember , Remember Instructions writing Drama and performance.	Exploding earth: Newspaper Reports Explanation texts explanation	Metal Works Creative writing Descriptive writing	Chocolate: From Bean to Bar (Charlie and the Chocolate Factory): Significant authors Character Description and narratives Instruction and	Go Ape (The Great Kapok Tree): Persuasive writing
Year 5/6/7 A	Crime and Punishment (The Highwayman) Poetic features and description. Non--chronological reports. Newspaper reports Diary entries Year 7s only in Aut. 1 The Norman Invasion Newspaper reports. Fact files and chronological reports	Robots (The Iron Man) Significant Authors Characterisation, settings and narratives. Drama and performance. Instruction texts.	Can I fall into Space? Explanation texts Chronological reports	Explorers & Trailblazers (Kensuke's Kingdom)- Significant Authors Story openings. Persuasion, fact and opinion Biography/Autobiography	The Maya in The Americas Stories from different cultures Characterisation, settings and narratives Poetry and performance art	Planet Earth Letter writing. Persuasion, discussion and debate. Leaflets Landscape picture stimulus for Big writes Descriptive writing Non-chronological reports
Year 5/6/7 B	Ancient Greece (Prometheus and Pandora) Stories from different cultures Characterisation, settings and narratives. (Myths and legends) Newspaper reports	Magic & Muggles (Harry Potter and the Philosopher's Stone) Significant Authors Newspaper report, Formal letters	Blue Planet (Flotsam) Poetry Leaflets and explanation texts	Raiders & Invaders (Beowulf) Story-writing (overcoming the monster/adventure) Drama and performance Diary entries	Being Human Instructions (recipes) Persuasion, discussion and debate	Incredible India (Asha and the Spirit Bird) Biography/Autobiography Diary entries Poetry

Impact:

The way in which we shape our broad and balanced English curriculum enables us to measure and evidence progress for all children, regardless of their starting points or specific needs. Outcomes are considered in relation to our local context, individual special educational needs and the EHCPs of all our pupils. Class teachers use on-going formative assessment to ensure that gaps in knowledge are identified and used to inform lesson planning. All staff plan and review the curriculum to ensure that sequential, layered knowledge is acquired. In order to assess what has been achieved and to check that the knowledge is embedded, we use quizzes, performances and pupil voice as opportunities for the students to show what they know.

By the end of Key Stage 1, our aim is that students are able to read all common graphemes and the common exception words with fluency and accuracy. They will be able to compose, rehearse and edit their written work, develop pleasure in reading and demonstrate comprehension and understanding.

Developing a deep body of knowledge, in the inclusive and nurturing environment of KS 1, will see them through to further study in KS 2.

By the end of Key Stage 2, the pupils will apply the concepts of word structure to their spellings, write in a legible and presentable style, be able to plan, draft, evaluate and edit their writing and . They will be able to read with fluency and pace, express opinions, retrieve information, summarise a text and make predictions.

By the end of year 7, our students will leave us, ready for a KS3 curriculum, and be equipped with a wealth of transferable English skills, which have been developed throughout their time at The Marchant-Holliday School.