



# English

## Curriculum Expectations

### Intent

In Barndale, we believe that ability to communicate is fundamentally the single most important skill to our children succeeding; enabling them to access the community, the wider curriculum and a richness of life. Our Curriculum has been designed to ensure that pupils have opportunities to develop a love of reading and writing, as well as develop the key skills needed to become able readers, writers and communicators.

### Implementation

English will be taught through daily lessons as well as embedded throughout the timetable and curriculum. Children will access:

- ❖ Daily RWI or Literacy sessions.
- ❖ Reading books for children on activate curriculum that are shared with home.
- ❖ Opportunities to read for pleasure each week.
- ❖ Weekly guided reading sessions linked with the reading spine.
- ❖ Lessons which focus on oracy based on Voice 21 Oracy training
- ❖ Literacy topics revisited with a focus on progressing skills in each area.

### Impact

To evidence that our pupils can do more and know more in English we will:

- ✓ Collate evidence and use standardised regular assessment to monitor progress
- ✓ Interview pupils
- ✓ Monitor teaching
- ✓ Review schemes of work
- ✓ Accreditation pathways

|                                 | Autumn 1                          | Autumn 2 | Spring 1 | Spring 2  | Summer 1                        | Summer 2         |
|---------------------------------|-----------------------------------|----------|----------|---|---------------------------------|------------------|
| Engage<br>Ladybirds             | EYFS: Understanding the World     |          |          |   |                                 |                  |
| Engage/Activate<br>Bees         | Read, Write, Inc Phonics          |          |          |   |                                 |                  |
| Activate<br>Hedgehogs<br>(Y1/2) | Narrative Texts &<br>Play scripts | Poetry   | Recounts | Instruction, Information<br>& Explanation texts | Persuasive Texts and<br>Writing | Discussion Texts |
| Activate<br>Squirrels (Y2/3)    |                                   |          |          |   |                                 |                  |
| Activate<br>Foxes (Y3/4)        |                                   |          |          |   |                                 |                  |
| Activate<br>Badgers (Y5/6)      |                                   |          |          |   |                                 |                  |
| Consolidate<br>Deer             |                                   |          |          |   |                                 |                  |

## Curriculum Design & Progress

### Reading

#### Read, Write, Inc Phonics




















The Read, Write Inc. scheme and resources are used to meet the needs of our pupils. Pupils progress through a range of groups with a small number of peers with a focus placed on phonic awareness, decoding and sight reading. Pupils that have progressed beyond the Read, Write, Inc. stage continue to practice their word recognition as they read across the curriculum. Children are regularly assessed to ensure they are making progress through the scheme.

#### Literacy

Those who have progressed beyond the Read, Write Inc scheme have daily literacy lessons based around a termly focus. Documents outlining what progress looks like in each focus ensure children build on previous knowledge. Children are assessed on their writing, teacher judgement and through standardised reading assessments focused on their word reading, comprehension and vocabulary.

#### Wider Reading

A range of books are available in the school library which are picked with children with their reading ability and goals in mind. Pupils are encouraged to read at home frequently and given weekly independent reading time to read for pleasure within school. All children access books as a whole class through guided reading sessions based on the reading spine.

| Squirrels   | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---|---|---|---|---|---|---|
| Cycle 1   |  |  |  |  |  |  |
| Cycle 2   |  |  |  |  |  |  |
| Different culture   | Picture book, Video or Multi-Media  | Decodable   | Non-fiction   | Fiction   | Self-development  | Poetry or Rhyming   |
|  |  |  |  |  |  |  |

### Writing

#### Handwriting

Handwriting is taught as part of the RWI phonics programme, with specific handwriting time allocated during every session. Pupils beyond the RWI programme are expected to complete handwriting sessions weekly.

#### Spelling and Grammar.

SPaG is primarily taught during RWI or literacy sessions. Pupils on the RWI follow a get writing scheme which incorporates SPaG. Pupils who are in literacy sessions learn SPaG based on the national curriculum which is catered towards their specific learning targets.



#### Composition

Pupils have opportunities through both Read, Write, Inc, literacy sessions and in the wider curriculum to take part in writing in different forms. In literacy there is a different focus is given each term to ensure a range of genres and styles are explored and there are clear progression documents for each focus to ensure that there is progression in writing and composition as children move through the classes.

### Communication.

#### Read, write, Inc.

Within Read, Write, Inc. sessions pupils are supported in their pronunciation of appropriate phonemes and correct production of speech. Pupils build up phonetical awareness which they can apply to a range of situations.

#### Voice 21 Oracy

As a Voice 21 oracy school the curriculum intends to deeply imbed oracy as part of learning. Good communication and language skills can greatly improve outcomes and engagement and therefore children are encouraged to take part in wide ranging speaking and listening activities to explore concepts, share ideas and consolidate learning. This could be in the form of role play, discussions or debates.



#### Special Educational Needs.

Staff have received training on the picture exchange communication system, and carry appropriate cards to support communication with pupils with specific language need. Staff also use Makaton, when appropriate, to communicate with pupils who have this needs. It is vital that pupils that use PECS and Makaton continue to communicate effectively with those around them and engage fully with their respective curriculum. Pupils with additional needs relating to communication have frequent contact with the SaLT to support development in this area.

### Termly Focus

|                             | Autumn 1 | Autumn 2 | Spring 1 | Spring 2                                       | Summer 1                     | Summer 2         |
|-----------------------------|----------|----------|----------|--|------------------------------|------------------|
| Narratives and Play Scripts |          | Poetry   | Recounts | Instruction, Explanation and Information texts | Persuasive Texts and Writing | Discussion Texts |

