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Federation of Grewelthorpe and Fountains C of E Primary School

English

**English at the Federation of**

**Grewelthorpe and Fountains CE Primary Schools**

“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. “

National Curriculum 2014

Our Federation believes that a high-quality English curriculum, which develops learning and results in the acquisition of knowledge, will give our children the skills they need to flourish in all areas of the curriculum and in life beyond education.

We teach children how to read fluently with good understanding; how to write and communicate ideas coherently for a range of audiences and purposes; and the art or oracy.

Our English curriculum has high quality literature at its heart. This allows children to develop a wide range of vocabulary, as well as delve into and appreciate our rich literacy heritage. With literature at the heart of what we do, it means we develop avid, intelligent and capable readers, as well as thoughtful, confident and engaging writers.

**Our Intent**

* Reading and writing are given high priority in Key Stage 1.
* All pupils (unless it is justifiable) are able to read and write at an age-appropriate level.
* All pupils (unless it is justifiable) can access the curriculum and are not falling behind their peers.
* The English curriculum is cross-curricular allowing children and teachers to make meaningful links across and through other subjects.
* Knowledge and skills are well sequenced and build on what has come before.
* Teachers’ subject knowledge allows all children to reach their potential.
* Spelling objectives follow on from where Little Wandle revised letters and sounds ends so that all new learning builds on previous learning.
* The curriculum is language rich and so the children have a wide vocabulary available to them.
* Children are able to adapt their writing to suit their audience and they write for a real purpose.
* Children are able to make good decisions around their choice of grammar and punctuation, always considering the impact on the reader.

**Implementation**

* Children who start school with us at a lower-than-expected starting point are provided with extra support from the start.
* Children in Early Years are heard to read daily. Children in Ks1 are heard to read at least three times a week.
* Children in EY and Year 1 read books that link directly to their current phonics stage. Children from Year 2 use Accelerated reader which follows on from the Little Wandle Letters & Sounds.
* Continuous monitoring and assessment of all pupils is done to identify pupils falling behind as soon as possible and so that we can intervene with extra support.
* Extra intervention programmes are in place for those children who are assessed to need them. Eg Better Reading support partners, Little Wandle phonics sessions, ALK and Toe by Toe.
* Books are an important part in the teaching of other curriculum subjects such as science.
* Teachers choose the high-quality texts that they use to share with the children and from teaching from a list of core texts we created as a Federation. They cover a range of genres, text-types, authors to add to the children’s cultural capital.
* The curriculum is designed so that the children experience and write a wide range of text types, always with a high-quality text at the centre of it.
* Use of NC statements/year group objectives to inform planning and assessment. This allows teaching to build on what has gone before.
* Audit of subject knowledge and needs.
* Training in place for teachers and TAs.
* Learning walls display vocabulary that is cross-curricular.
* Teaching of grammar and punctuation is integrated into the teaching of writing so that they understand the purpose.
* Children are given the opportunity to write for a real audience.