



English Curriculum Implementation

Statement of intent

At Barkisland, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. Through our vision of 'We believe, We nurture, We succeed' we intend to inspire an appreciation of our rich and varied literary heritage and develop a habit of reading widely and often. We recognise the importance of cultivating a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the arts of speaking and listening and who can use discussion to develop their learning. We believe that a thorough grasp of literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Schemes of work

Development Matters
National Curriculum 2014
Barkisland's Approach to Writing
Barkisland's Spelling Journey
Barkisland's Writing Journey
Barkisland's Writing & Spelling Curriculum
Monster Phonics
Plazoom
Drawing Club
Squiggle While you Wiggle
Penpals for Handwriting

Curriculum content

The aims set out in our intent, are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, from celebrating World Book Day each year to theme days.

Our English Curriculum is mainly text led with links made across the Curriculum. In September 2021, we redesigned our English curriculum, with a company named Grammarsaurus, who helped us to make the link between text types, grammar and spelling more fluid and meaningful. From this, we developed Barkisland's writing and spelling journeys. Media literacy is another tool we use to help children become creative thinkers, develop their interpersonal skills and become successful writers.

In our EYFS Unit, we follow the Development Matters Curriculum. Children develop their skills throughout the year to aim to achieve the following early learning goals:

Communication and Language

1. Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

2. Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

8. Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

9. Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

10. Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

For Key Stage One and Two, the English Programmes of Study Consist of:

Spoken language

Reading : Word reading and comprehension (both listening and reading)

Writing Transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

Record of pupils work

At Barkisland the children's English work is stored in a variety of ways:

- Exercise books
- Big Books
- Folders
- Folders on the school computing system
- Twitter
- Pictures on the teacher drive
- Ipads e.g. Imovie, voice recorder.
- Reading records

Assessment

As a school, we have developed our own formative assessment system through the use of target cards for Years 1 to 6. Teachers use day to day assessments for reading and writing, assessing children against the statements set out in the target cards.

Feedback on a daily basis is used to help children progress, know their strengths and identify errors. This could be teacher feedback or peer feedback.

Allowing the children opportunities to underline potential spelling errors while they work, supports the self- assessment of spelling, as children can revisit these words to correct them during editing processes.

Throughout the year, teachers build in proof reading time to check basic errors within longer pieces of writing. This varies according to the year group and ability of the children.

Time for editing is planned for within the Barkisland's Writing Journey appropriate to the age and ability of the children.

Year 6 assess writing against the English Framework at the end of the year. They also are assessed using the national SAT tests.

EYFS, Year 1 & 2 use the Monster phonics' half termly assessments to check children's progress.

Year 1 undertake half termly mocks phonics tests after Christmas preparing them for the National Phonics test in June.

EYFS use formative ongoing assessments through observations surrounding the elements of Development Matters.

Years 2-6 take part in summative assessments throughout the year.

Years 1-6 take part in PIRA reading assessments termly

Cross curricular

At Barkisland, we have been very careful to develop an English curriculum to support other areas and vice-versa, to inspire children, help children make links, make better progress and become successful in their learning.

Through our approach using model texts written specifically for our school, we are able to make links across the curriculum:

Year 1: Letters and postcards with Victorians

Year 2: Explanation texts links with Science

Year 3: Instructions on How to Wash a Woolly Mammoth links with Stone Age Topic.

Year 4: Non-chronological reports linked with Ancient Egyptians

Year 5: Explanation texts linked to the Vikings and Anglo-Saxons

Year 6: Diary of Anne Frank linked with World War 2 topic

There are extensive opportunities for speaking and listening through debates in RE, presentations in PSHCE, collaborative work in Maths and DT, discussions in Art, to name but a few. By providing children with these daily opportunities we are supporting the development of: interpersonal skills; helping children build resilience; showing them that they are creative and critical thinkers; exposing them to the diversity in our community and beyond; enabling success and preparing them for future learning; capturing their imagination and interests; inspiring them to want to know more; push them outside of their comfort zone and challenge others or be prepared to be challenged; teach them how to keep themselves safe and healthy and those around them also.

Children write across and beyond the curriculum. For example, recording experiments in Science; responding to thought provoking questions in RE; using ICT to present information surrounding a topic that they have researched; writing reports and biographies in History; labelling continents, body parts and the digestive system; making notes whilst watching educational videos; planning DT projects; application forms for School Council, Eco-Club, Health and Safety Team and Worship Leaders; Year 5 write buddy letters; thank you letters to visitors.

Reading isn't isolated to English lessons. Children use reference books and the internet to research information linked to their learning across the curriculum. Children are encouraged to choose reading books from the class library. Children read each other's work. The words for hymns are displayed on screen for children to read.

Enrichment

It is difficult to separate out specific English enrichment focuses across the year, with many of our enrichment opportunities covering the different aspects of the English curriculum, particularly the Speaking and Listening strand. Many of our enrichment days are as a result of our careful links between topics and reading. For example, Year 3 hold a Greek Mythology day based around their reading of Greek Myths and study of the Ancient Greeks in History. Year 6 have a World War 2 day after they had studied The Diary of Anne Frank and World War 2 in History. EYFS children have visits from people who help us. This is linked to their theme and the children also produce writing surrounding this as well as reading books about people who help.

We celebrate World Book Day each year where the children come off timetable for a day and enjoy book related activities.

Reading across school

As well as daily English sessions across the school and daily phonics in EYFS and KS1, we also have the following:

- Weekly social reading sessions where the children can enjoy sharing reading materials with their peers in an informal setting.
- Daily story time where the teacher reads a text to the children for them to enjoy and have another opportunity to be exposed to a good model of reading.
- Guided reading sessions once a week in EYFS and KS1 where the children have the opportunity to practice their phonics in carefully matched books.
- Whole class guided reading sessions in KS2 3 times per week where children have many opportunities to practice reading out loud as well as develop their comprehensions skills.
- Dedicated reading areas for the children to choose reading materials to enjoy in class and take home if they wish
- A dedicated outdoor reading area for those children who would like to read outside has been introduced January 2024. Each Key Stage has a box with suitable books, cushions and blankets.

Home school links

Monster Phonics ebooks is an online reading programme the school has invested in to compliment our Monster Phonics phonic scheme. The children are allocated books by the teacher and the children can access these at home. This is used as another tool to inspire our boys to read as well as developing phonics and comprehension for all our children.

Children in EYFS to Year 3 have home-school reading books.

Children are encouraged to choose a book from our class libraries. Many of our books are requests from the children themselves.

EYFS have reading suitcases where each half term, the children get chosen to take home a suitcase with a book to read, a book to record their experience in and hot chocolate to share with a member of their family.

It is an expectation in the EYFS that parents contribute to their children's learning and assessment. Parents are encouraged to upload any learning to Seesaw or discuss their child's achievements etc with the EYFS staff.

Parents' Evenings are used to share children's English achievements and current assessments.

Homework is sent home in variety of ways: weekly English homework is set, talking homework, online learning or reading.

An annual Reading Evening is held for the parents of EYFS and children new to Key Stage One.

Our website sets out our English Curriculum, and termly class newsletters give parents more detail about what their child will be covering.

Parents have copies of our writing and spelling journeys.