

English at Egginton Primary School



Intent

At Egginton Primary School, our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals. We believe that a secure basis in literacy skills is crucial to a high quality education across the curriculum. We whole-heartedly 'promote high standards of 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.' (National Curriculum 2014)

Implementation

Our English curriculum is implemented through the use of rich texts and engaging pupils with a cross-curricular approach. Texts are chosen to link with the topics pupils are learning about and these are used as a springboard to inspire pupils to read and write. We believe that choosing the right context and starting point to engage our children in their learning is vital in fostering a love for reading and writing.

Our English curriculum aims to provide many purposeful opportunities for reading, writing and discussion. We want all of our pupils to be proficient readers, writers, spellers and speakers, who can transfer their English skills to other curriculum subjects and who are prepared for the next steps in their education. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful. Example texts are used to start this process to enable pupils to use other similar writing as models for their own. Lessons also focus on teaching specific spelling, grammar and punctuation skills to enable our pupils to apply the skills they have been taught to their extended writing and writing across the curriculum. We teach our pupils to speak clearly, to convey their

ideas fluently and confidently and to ask questions. Teachers use a wide variety of resources as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

We ensure progression in key skills and knowledge by closely following the national curriculum requirements and guidance for all key stages and year groups in Speaking and Listening, Reading, Writing and Spelling, Grammar and Punctuation.

Further information outlining our approach to teaching reading is found in our 'Reading at Egginton' document.

Writing

All children from Reception to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. Initially, pupils need to be able to form the letters needed and then be able to express one's ideas using these letters. Through shared and guided writing opportunities, we equip children to develop the skills of writing clearly and legibly. When the child is confident with these basic skills, they work towards being able to write with a greater sense of purpose and learn to organize their writing according to this purpose. Children are equipped with the necessary tools to do this, being given daily opportunities to focus on spelling and/or grammatical structures.

We develop our pupils writing skills so that they have the stamina and ability to write at length, applying the skills set out in the English National Curriculum. To support children in moving towards independent writing we provide a wide range of activities including the use of film and imagery, music, ICT, modelled, shared and guided writing, peer assessment and discussion. We provide varied and exciting opportunities for writing for purpose and we encourage pupils to see themselves as authors and poets. We promote the importance of written work by providing a writing purpose and opportunities for children's writing to be read aloud and listened to by an audience. We have a range of extra activities which are used to promote English within the school including: whole school writing challenges and competitions; monthly newsletters to parents and carers, weekly school achievements assemblies with pupils' writing celebrated on our 'Work of the Week' board; whole school shared writing of a narrative during whole school text themed weeks (eg. The Tin Forest, 'Journey' and 'Quest'), as well as taking pupils out into the immediate and local area as a stimulus to inspire writing.

Spelling, Grammar and Punctuation

At Egginton Primary School, we aim for our pupils to become fluent and effective writers. Accurate use of spelling, punctuation and grammar is essential to this. We use the National Curriculum 2014 as a basis for teaching Spelling, Punctuation and Grammar by introducing patterns or conventions and continually practising those already introduced.

Handwriting

Cursive handwriting is taught with a sequential and progressive approach with teachers and teaching assistants modelling the handwriting style. We believe that children’s self-esteem and pride in their work can be raised by good quality presentation. Handwriting sessions are taught discretely in Reception and KS1 and regularly incorporated into the English lessons in KS2. Where pupils are off-track, extra handwriting practice opportunities will be given. Resources such as handwriting slopes and pencil grips are provided when needed. We strive for our children to correctly form their letters, joining with a cursive style with pupils having good handwriting habits so that they can write fluently and legibly by the end of KS2. Children start by learning how to form their letters in the early years. Then pupils are introduced to cursive style writing from year 2 onwards.

During lessons, we ensure that our pupils sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. It is important that in the Early Years and at Key Stage 1, children are observed closely during the lesson to ensure that letter formation is correct and corrected if needed. In addition to specific handwriting lessons, children are expected to apply their learning in their exercise books and to show care for the presentation of their work.

Curriculum Map

	Autumn Cycle 1	Spring Cycle 1	Summer Cycle 1	Autumn Cycle 2	Spring Cycle 2	Summer Cycle 2
Whole School Theme	In Their Shoes	Out of This World	On Our Doorstep	Power	Long, Long Ago	Amazing Journeys
Key Stage 1	Narrative – stories in familiar settings Information text – animals Stories from others cultures Poetry- celebrations Traditional stories Instructions	<i>Whatever Next? (Text)</i> including Narrative – familiar setting Recount Information Narrative – fantasy setting Nonsense rhyme and poems Explanation	Letters Poems on a theme Narrative – traditional stories Classic contemporary fiction Information text	Labels, lists signs and posters Narrative - Stories with familiar settings Silly poems Narrative – stories from other cultures Information text	Narrative – traditional stories Information texts List poems Narrative –stories about feelings Information text	Narrative – traditional tales from other cultures Letters Information texts Narrative – humorous stories Poems to say aloud

	<i>Key Texts:</i>	<i>Key Texts: Whatever Next?</i>	<i>Key Texts:</i>	<i>Key Texts:</i>	<i>Key Texts:</i>	<i>Key Texts:</i>
Lower Key Stage 2	Fiction: Stories by the same authors Plays & Dialogues Poetry: Creating images Non-fiction: Explanation texts	Non-fiction - Recounts: The day I swapped my Dad for two goldfish. Diary of a killer cat. Narrative: Imaginary Worlds (Fantastic Mr Fox). Traditional poems based on Robert Louis Stevenson	Shape poems Stories with humour	Stories in Familiar settings Instructions and explanations Recounts	Persuasive writing Fables Non-chronological reports	Nonsense poetry Stories from other cultures
	<i>Key Texts:</i>	<i>Key Texts:</i>	<i>Key Texts:</i>	<i>Key Texts:</i>	<i>Key Texts:</i>	<i>Key Texts:</i>
Upper Key Stage 2	Non Chronological Reports Descriptive Story Writing Play scripts Poetry	Blogs Story Writing Information Texts Personal Writing Post Cards	Poetry Recounts Non Chronological report Letter Writing Diary Entry	Non Chronological Reports Descriptive Story Writing Play scripts Poetry	Blogs Story Writing Information Texts Personal Writing Post Cards	Poetry Recounts Non Chronological report Letter Writing Diary Entry

