



Curriculum summary

Subject: English

Intent:

Why we teach English

At DILS, English and the teaching of English is embedded across the curriculum as we are aware that it is a necessity for life. Our aim is to ensure that every child progresses in the areas of reading, writing, speaking and listening. We believe in supporting our children to love reading and writing. We recognise the importance of nurturing 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 believe in setting high standards in the presentation of writing along with setting the important foundations in spelling and grammar. We aim to inspire children in their writing by providing opportunities to develop and apply their writing skills across the curriculum and through the use of Talk for Writing strategies. We value reading as a key life skill and we are dedicated to enabling our pupils to become lifelong readers. We believe that through supporting our children to learn to read, they will be able to read to learn for the rest of their lives. Reading is key for academic success. We believe in developing reading fluency and all comprehension skills coupled with promoting a love of reading so all of our children can access the delights and rewards that reading provides.

Phonics- The systematic teaching of phonics has a high priority throughout Foundation Stage, Key Stage 1 and Key stage 2 (for those who need support) At DILS, we acknowledge that children need to be taught the key skills in segmenting and blending to be equipped with the knowledge to be able to complete the phonics check at the end of year 1. We also value and encourage the pupils to read for enjoyment and recognise that this starts with the foundations of acquiring letter sounds, segmenting and blending skills.

Implementation:

How we teach English

Writing and reading opportunities are timetabled daily across all year groups. The teaching of reading is also embedded in the wider curriculum, giving children the opportunity to transfer and apply their reading skills in other subjects. Throughout the school, we use a variety of books from a wide range of scheme and non-scheme publications. Books are banded and teachers choose specific books for children to take home and read.

In reception and Year 1 daily phonics supports the development of early reading skills (see separate Intent, Implementation and Impact for Phonics). In reception, when children are ready to read a banded school reading book, they are sent home to read again and reinforce developing skills. Children read to a teacher or teaching assistant on a one to-one basis at least once a week. Where children require further support, they read on a more regular basis. From term Spring 2 in Reception, the children take part in guided reading sessions.

In Years 1 –4, during Guided Reading, the children work in small groups focusing on decoding, vocabulary building and developing their viewpoint about a text. These sessions are where children



are taught specific reading skills according to their year group objectives. Children who are deemed to be making slow progress with their reading will have appropriate intervention put in place and will read one to one more regularly. We have a fantastic library that all children visit to share stories and take-out books. We use special days such as 'World book day' to celebrate and promote reading.

At DILS, it is important that the children are aware that writing is also a necessity for life and we ensure that every opportunity is taken to plan for cross curricular links. To ensure that there is a seamless link between reading and writing, children are encouraged to find key structures and grammatical features of a text and use these in their own writing. Teachers model expected writing using key skills which will be specifically taught in each year group, in accordance with the National Curriculum 2014 objectives.

'Talk for writing' is used across the school involving a set sequence (imitate, innovate, invent) to develop a piece of writing. Talk for writing employs lots of opportunities to discuss ideas in partners and as a class. 'All the time' successes criteria help children structure writing as well as agreed 'tool kits' to support writing in specific genres. The emphasis is on editing and improving writing independently. Clear teacher feedback and time allocated to improve writing allows children to self-evaluate their progress. Educational Visits and special events in school are often used a stimulus for writing with a purpose taken from the children's own experience.

At DILS, we employ a handwriting style called 'continuous cursive'. Its most important feature is that each letter is formed without taking the pencil off the paper – and consequently, each word is formed in one, flowing movement. These letters are taught from the EYFS using 'letter stories' and through regular teacher modelling.

How we plan for learning

We follow the English Curriculum as laid out in the National Curriculum for England (Key Stages 1&2) 2014. English units are planned using the National Curriculum End of Year Expectations. An appropriate balance of word, sentence and text level work, and a high level of direct and interactive teaching are maintained. A specific, systematic and explicit sequence of speaking and listening activities is planned into the foundation curriculum subjects alongside a planned cross-curricular approach to reading and writing across the curriculum.

Reception

During the Autumn and Spring Term there is a strong focus on phonics, so that the children have the foundations to write independently. After this time, literacy inputs are delivered and then children work with a teacher, teaching assistant or independently to complete their work. Children also practice and apply literacy skills in areas of provision around the classroom when working more freely.

Children have their own book to record evidence of their writing.

Key Stage 1 and 2

Throughout Key Stage 1 and 2, the children are taught English in their classes. English lessons occur daily as well as extra sessions for reading. Children have access to a wide range of resources to help their learning. Children record their work in exercise books which they use regularly. Planning is



completed weekly and lessons are planned using the National Curriculum and skills progression documents. A brief overview of these lessons is also shown on the 'Weekly Overview' documents.

How we assess learning

Short- and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. Regular and informative feedback is given to the children and they are expected to act up on it. Formal writing assessments take place on a half-termly basis in order to focus on tracking children's achievement rigorously. This results in an analysis of individual points progress and informs whole class, group and individual curricular targets. Teachers assessments in English are uploaded onto an online assessment tracking system 6 times per year, using evidence from the formal writing assessments as well as the informal evidence collected throughout a term. Reading attainment is decided on using evidence from a range of guided reading sessions, one to one reading as well as formal reading tasks. This data is also uploaded. Pupil progress will be reported to parents in writing during the spring and summer term and orally during the parent consultation evenings of the spring terms.

Children in Year 2 take part in statutory KS1 SATs. Children in Year 1 take part in a statutory phonic screening assessment in the summer term. Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Early Years Foundation Stage curriculum and early learning goals.

Impact:

Our expectations for all

- Our pupils enjoy reading and are exposed to a broad range of texts and authors. Successful readers are nurtured through the good teaching of both language comprehension and word reading.
- Pupils have a good range of vocabulary that they are able to apply in their writing.
- Pupils have a good knowledge of how to adapt their writing for different purposes and audiences.
- Pupils have a solid foundation in spelling and have a toolkit of different strategies to support the continual learning of their spelling after they leave us.
- Pupils are able to identify, use and apply grammatical features in their writing effectively across the curriculum.
- In KS1, pupils achieve in line with national and local averages in reading and writing both at and above age-related expectations and at greater depth.
- In KS1 the Statutory Phonics test score is in line with local and national expectations.

Our expectations for Year 4

In KS2 (Year 4), pupils will achieve in line with local averages in reading and writing both at and above age-related expectations and at greater depth. We foster a community of enthusiastic and engaged readers and writers, who use a growth mindset and who we hope will carry forward the high aspirations and creativity that has been encouraged at DILS as they move forward in their education.

How we measure impact



- Through data capture points throughout the year.
- Book trawls
- Moderation

How we monitor [the subject]

- Monitoring planning and assessment
- Learning walks
- Progression skills mapping
- Book trawls
- Summative assessment (e.g. phonics tests, spelling quizzes)
- Pupil voice twice a year

How we report

Teachers assessments in English are uploaded onto an online assessment tracking system 6 times per year, using evidence from the formal writing assessments as well as the informal evidence collected throughout a term. Information is reported to parents during parents' evening and end of year reports. Data is reported to governors and staff after each formal data capture point and at the end of Year to the Local Authority.