



Abbey Gates Primary School English Curriculum Offer



Intent

It is our intention that our English curriculum ensures that the children at Abbey Gates finish their time at primary school as confident and articulate communicators, in both the written and spoken word, opening the door to countless possibilities. A strong culture of reading is at the heart of all learning and we are determined that all children can learn to read, regardless of their background, needs or abilities. Our aim is to deliver English through lessons that ensure a progression of skills and is driven by possibilities, diversity and community. Vocabulary, stories, poetry, rhymes and songs, phonics and fluency are aspects which are planned into the curriculum to ensure breadth and depth.

Our whole school progression maps in reading, writing and the spoken word demonstrate the advancement in skills which the children acquire, whilst ensuring diversity and develops cultural capital as they journey through school.

Children are given regular opportunities to engage with the community as part of the English curriculum offer. This includes regular visits to the library, reading events and opportunities to write for school and village newsletters, sometimes this includes whole class and whole school writing projects. Children's writing is celebrated by having their work published in different context such as the half-termly Abbey Gates 'Aim High Author's Magazine' and our annual poetry book.

Equip:

We ensure that all children take part in high quality, well planned lessons focusing on phonics, spelling, grammar, comprehension and writing. Quality teaching equips pupils with the breadth literacy knowledge and skills outlined in the National Curriculum in an engaging way that challenges them at their stage in learning.

Embed:

We ensure that pupils 'revisit and review' as a key part of each and every English lesson which is taught. Children have frequent, planned opportunities to revisit and master prior learning, as well as apply it in new contexts.

Extend:

We aim to ensure challenge for all through breadth of learning in English, supporting and enabling **all** children to Aim High from starting points, maximizing learning opportunities. We encourage children to 'think like authors' and take their ideas to new levels building upon what they have read. We know that talk can extend thinking and that's why, through the Spoken Word Document, children are challenged to use their oracy skills to deepen and apply their learning.



Enrich:

Abbey Gates provides opportunities for children to engage in reading and writing events within school, as well as the wider community. Children have opportunities to apply their knowledge and understanding in real world scenarios.

Implement

At Abbey Gates, we understand the importance of a well-planned, progressive and consistent approach to teaching. The 'spoken word' underpins children's ability to understand and communicate with others, both in written and spoken form. Therefore, extending vocabulary is a focus throughout all areas of learning. Teachers have the expertise to interact with children effectively, using and modelling a broad vocabulary and also ensuring that new words are taught throughout all areas of the curriculum. Vocabulary is also introduced as a result of a focus on songs, rhymes and poems. Children are taught tier two vocabulary both discretely and, where appropriate, within subject specific foundation lessons. High quality back and forth talk is modelled and non-fiction books are available for children to access, linked to their experiences.

We have speech and language interventions within school as well as the Nuffield Early Language Intervention (NELI) and the WellComm Speech and Language Intervention to ensure that speech and language are in place where necessary.

Story time is something which happens daily in all classes at Abbey Gates. Staff have a wide knowledge of traditional and contemporary literature and share high quality texts with their class. Often, texts are read and re-read to allow children's understanding of the plot and vocabulary to deepen. They ensure that a diverse range of texts are used, which allow children to encounter characters whose experiences and perspectives are both similar and different from their own. All classes have a reading area which is appealing and well organised and teachers communicate effectively with parents with regards to ensuring that they understand the benefits of reading at home.

Teachers have an excellent understanding of the alphabetic code and follow a systematic synthetic phonics programme as the main approach to teaching children to decode. Phonics lessons are taught to the highest standard daily and follow the same sequence in all year groups. They are interactive and have a focus on both reading and writing. Ensuring that reading books match children's phonic knowledge is essential and books are well organised to ensure this. Teachers use Phonics Tracker to assess phonic knowledge and targeted interventions are put into place following careful gap analysis.

Fluency is assessed using 'words correct per minute' assessments which are completed regularly. Staff understand that accurate decoding is assured before moving on and know that fluent reading is essential for comprehension.



Reading and writing are thought of as two sides of the same coin. When teaching children to develop comprehension strategies, they are encouraged to keep the intentions of the author in mind. When writing, they are reminded of this and taught the importance of writing for different purposes across the curriculum. These include writing to inform and teaching by sharing their experience and knowledge, persuading and influencing by sharing thoughts and opinions, entertaining by sharing stories, painting with words - for example by writing poems, to reflect and better understand their place in the world and making a record of something which they do not want to forget.

It is important that children understand what and why they are writing. Children are explicitly taught the structure of texts and encouraged to apply this knowledge when writing. Children are also taught, where appropriate, the writing processes; deciding on which words to use, spelling, organisation and structure, fluency and generating ideas before completing a piece of writing.

Impact

The impact of our English offer is measured through our comprehensive monitoring cycle, which includes book looks, digital evidence, learning walks, pupil voice, planning scrutiny, curriculum intent reviews and assessment data analysis. Once reviewed the subject leader feeds this into an action plan for improvement.

We assess and track English against Abbey Gates Progression Maps (such as the ITAFs) in each year group. In assessing, we are looking for sustained mastery, greater depth, inspired learners and children who are fulfilling their potential. Assessment is also used as a tool to plan and implement interventions, impacting on the attainment of all individual pupils.

The intended impact of our English curriculum offer is outlined below:

- Children are able to read at the expected age-related standard
- Children are confident, creative writers and editors of their own work
- Children can appraise their own learning understand how to improve
- Children can understand and apply a range of literary devices
- Children develop a life-long love of reading and read for pleasure
- Children are able to use grammatical terminology correctly
- Children are competent spellers and can apply spelling conventions
- Children are competent orators and can present with confidence
- Children are able to apply their literacy skills both now and in the future.