



Curriculum Overview St Andrew's Church of England Junior School



Curriculum Area: English

Subject Lead: Jim Gillard

Our curriculum approach to English reflects our ethos statement:

'Shining a light of a world of Possibilities'.

In particular, we are keen for pupils to discover their own passion for English learning.

Intent

At St Andrew's our intent for English is for all children to confidently communicate their knowledge, ideas and emotions through writing and speaking and listening. We want children to acquire a wide vocabulary and to be able to articulate themselves clearly and appropriately. Teachers are supported and aided in their planning ensuring confidence in the skills they are required to teach and there is a consistency of learning throughout the school.

English in our school is enhanced by our individual class working walls designed to aid children through each topic and used as and when the needs of the children necessitate it; through the children's access to Accelerated Reader and STAR Reader, Whole-School cross-curricular writes, National Poetry Day, Young Writers competitions and participation in the Highbridge Festival.

Linked to our Curriculum Drivers we want all children to:

- Read confidently, fluently and with good understanding
- Develop the culture of reading often, for both pleasure and information
- Acquire a wide vocabulary and an understanding of grammar
- Spell accurately, including the use of spelling patterns and word connections
- Write clearly, accurately and coherently, across a range of contexts and audiences
- Reflect on and evaluate their work, making editorial changes if required
- Use discussion in order to learn, able to explain clearly their understanding and ideas

Implementation

Our curriculum is designed to allow children to build on their English knowledge and skills as they progress through the school. Our implementation is developed through:

Planning

At the beginning of each unit, genres are taken from our Writing Overview and objectives are taken from the National Curriculum writing standards and Insight for SPaG and handwriting. The Overview is designed to ensure balanced coverage of fiction, non-fiction and poetry throughout the school. Children will be taught at least one writing unit each half term with students completing around thirty pieces of work during KS2. Greater depth opportunities will be planned and taught individually - bespoke planning formats are provided. Writing units begin with looking back at previous work of the

same genre (Published Works books) to enable children to develop an idea of progression and to act on any advice from the marking.

Our planning journey is as follows:

1. Long term: St Andrew's writing standards, taken from the National Curriculum and Westover Green spelling programme (both endorsed by Somerset Literacy Network). SoundsWrite Extended Units for supporting phonics and children who are not able to access the core spelling curriculum.
 2. Medium term: We use the St Andrew's Writing Overview to determine which units should be taught across each half term. This ensures a balanced coverage of all text types. The spelling syllabus is broken down into termly programmes. We also use the St Andrew's SPaG Overview.
 3. Short term: Units are planned to the individual teaching points of the writing genre. Elements of SPaG that are relevant to the genre are taken from our SPaG Overview and taught as part of each unit. The subject lead works with colleagues to advise and ensure consistency. Every session includes a clear lesson intention 'Can I' statement
- English is taught as a whole class lesson and is planned from a variety of texts and stimuli.
 - English units are planned as separately planned units.
 - Each theme begins with a WAGOLL text which children analyse for key elements before beginning to use the text as a focus for their own writing. Toolkits, word banks and working walls are used to support the teaching that leads up to independent work.
 - In each unit, children have the opportunity to practise using sentences, curriculum words and any features that are significant to the genre. Time to practise these techniques is given throughout the teaching of the unit.
 - Support materials such as writer's toolkits are provided as additional support.
 - Children are taught how to plan and edit their writing, which includes sharing their work with peers and using purple editing pens. Independent writing follows the *plan, draft, edit, publish* format.
 - Students who are GDS (working at a greater depth) are given specific teaching and planning formats.
 - Once edited, children's work is written into their Published Works books.
 - The school has produced a Writing Overview which ensures balanced coverage of genres throughout a child's time at St Andrew's.
 - We use the National Curriculum Writing Standards to mark and assess children's writing.
 - To support progress in non-fiction texts, we use genre progression documents.
 - Where individual children experience difficulty in writing, e.g, the physical process of writing, we use ICT for support.

Writing across the curriculum

- Where possible, teachers plan to incorporate writing across other curriculum areas so the children make links in their learning but only if these links are appropriate. We believe children need a lot of practice at writing in order to build on their confidence and base skills.
- Toolkits can be used to support children's ideas in cross-curricular writing.

- Participation in National Poetry Day is used as an opportunity to explore children's cross-curricular ideas.
- We also organise a Whole-School Write which features a cross-curricular stimulus.

Phonics and Spelling

At St Andrew's we recognise the importance of providing opportunity for children to practise phonics. We understand how fluency in phonics helps reading and spelling. Teachers use a mixture of programmes and techniques to support children's spelling;

- Spellings are taught according to the rules and patterns and are taken from the Westover Green spelling scheme, endorsed by Somerset Literacy Network.
- We use SoundsWrite to support pupils in need of a more phonetic approach to spelling.
- Children are given spellings each week, including timetabled teaching time to explore patterns and to practise, and are tested on these words at the end of the week.
- Every child completes an annual phonics diagnostics assessment, which is monitored and tracked on Insight (the school's assessment tool).
- Classrooms feature sound charts so that children may be able to make a phonetic attempt to spell a word and teachers encourage children to have a go at a spelling using graphemes or syllables.
- Children use 'have-a-go' books to support spelling
- ReadWriteInc sound cards are used to practise sounds
- Classroom Working Walls feature reminders about key homophones, such as *there/their/they're*.
- The school has produced a Progression in Homophones list, as part of its Progression in SPaG document.

Guided Reading and Comprehension

- All children will access guided reading sessions, based on high quality literature. We use VIPERS key reading skills to explore texts and practise how to answer specific types of questions.
- Each weekly unit focuses on a teacher-led, modelled activity as well as an independent task.
- Teachers rotate their support to work with different groups.
- Guided reading lessons are taught in accordance with a consistent planning format.
- Each class has a termly class reader.

Vocabulary

At St Andrew's we recognise the value of a rich vocabulary base in enabling reading, writing and speaking and listening to be of a high quality.

- Spelling lists are taught as part of an exploration into rules, patterns and the relationship between words.
- Guided reading sessions focus on understanding vocabulary.
- Knowledge Organisers feature key topic-related vocabulary and teachers return and refer to this vocabulary as part of their everyday practice.

Raising the profile of reading

This is one of the priorities identified in our School Development Plan (see Reading Intent and Implementation).

- We use AR data to monitor and celebrate landmark achievements such as 50/100 quizzes, Reading Millionaires and year group Reading Challenges.
- We also use Book Week to celebrate books and reading, including arranging a professional author to visit the school and lead workshops.
- Books are regularly updated using a mixture of critically acclaimed titles (such as recommended releases from Somerset Literacy Network, Carnegie and Kate Greenaway Prize shortlist titles and the School Reading List) as well as popular and requested books from the students.

Monitoring and Assessment

- The curriculum leader works with all year groups to ensure that planning formats and teaching content is consistent across the school. This involves working together with colleagues to modify or generate planning units.
- Toolkits are used for children's writing, enabling them to self-assess and the teacher to clarify students' understanding.
- This process enables the curriculum leader to be aware of specific content that is taught during each unit and, when writing is moderated, links between planning and outcome is analysed.
- Summative and formative assessment happens continually throughout the year. Ongoing teacher assessment takes place using Insight Tracking. Termly writing attainment overviews are produced so that teachers have a summary of children's progress. We use the writing National Curriculum standards and Insight to monitor progress in writing. This is discussed in termly PPMs (Pupil Performance Meetings), where concerns or intervention strategies are discussed with SLT and individual pupils' needs are identified.
- GDS writers receive specific teaching and planning formats in order to help them write at a greater level.
- We use termly PIRA and GaPS formal assessments for reading and SPaG which is recorded and monitored as a standardised score.
- Children also complete a termly STAR reading assessment. Teachers can analyse progress using the Growth data option.
- Weekly reading reviews are provided. This enables teachers to know how many children have completed AR quizzes each week and track which books children are reading.
- Guided comprehension texts are monitored on the school's genre coverage overview.
- Handwriting Ninjas are used to assess and determine children's handwriting.

Impact

Our teachers rely on a range of tools to assess the knowledge and skills pupils have; their progress and development points. By the end of a unit we expect that:

- Children develop a wide vocabulary and use within their writing and during verbal discussions.
- Children will write across a range of genres and understand how writing can be adapted according to its audience and genre.
- Children will understand the features of a specific genre and use pre-learned skills as a starting point to their learning.
- Written work will show developmental teaching and build on skills identified in the St Andrew's Non-Fiction Writing progression documents.
- Students will be able to confidently use a range of taught spelling strategies, including phonics, graphemes/phonemes and syllables to help them spell unfamiliar words.
- Children's understanding of key objectives will be recorded using Insight.

Knowledge and skills progression throughout the school

In KS2 knowledge and skills will be developed to involve:

Spelling

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Spell using a phonetically feasible attempt at a word.
- Spell homophones identified in the St Andrew's sequential progression in SPaG document.
- Spell and use words taught and learned from the school's agreed spelling programme (Westover Green) which teaches spellings and rules following a sequence throughout the KS2 year groups.

Writing

- Planning
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary
- Drafting
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning

- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- précising longer passages
- using a wide range of devices to build cohesion within and across paragraphs
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining]
- Evaluating and editing
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - ensuring the consistent and correct use of tense throughout a piece of writing
 - ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.

Recording

- English books are used for the recording of children's written, SPaG and comprehension work across all year groups.
- Spelling books are used for the recording of children's spelling lessons and practice across all year groups.
- 'Have-a-go' books are used for the recording of children's attempts at independent spelling across all year groups.
- Published Works books record children's 'final write' for each writing unit, after editing has taken place across all year groups.
- Weekly print outs (Diagnostic Summary) are used as evidence of children's reading (from Accelerated Reader data) all year groups.
- Termly STAR reader summaries are also used as a record of children's progress (book level and reading age) all year groups.

Reporting

- On our annual reports, given to parents at the end of the year, a judgement is made regarding their child's attainment in Writing relating to the national curriculum for their year group. For example, HNM (Has Not Met), ARE (Age Related Expectations), GD (Greater Depth).

Review

Spring 2023

