
English Curriculum Policy

The aims of the English curriculum at Thorn Grove Primary are:

- For it to be a curriculum that is inspiring and engaging
- To enable children to have a love of reading and to become writers
- To enable all children to fulfil their potential in spoken language, reading, and writing (including spelling, vocabulary, grammar and punctuation) both in context and in test situations

Format of the curriculum:

1. 8 story types for KS1 and 8 for KS2 (Pie Corbett grids) to be taught across the phases. These should be stimulated by good quality literature. 6 fiction and 6 non-fiction text types to be taught in every year group from Y1 to Y6
2. Spelling requirements in Y2 – Y6 to be fulfilled using the No Nonsense Scheme as a guide to teaching
3. Phonics requirements in Nursery to Y1 to be fulfilled using RWI
4. Handwriting requirements to be fulfilled by following the PenPals Scheme
5. Grammar, punctuation, vocab and standard English requirements to be fulfilled by following the National Curriculum requirements (2014) and making reference to the Pie Corbett Language Progression document. Grammar, punctuation, vocab and standard English are taught through Talk for Writing and to enhance writing, NOT to pass the GaPS test.
6. Reading comprehension requirements to be fulfilled by following the National Curriculum requirements (2014)
7. Poetry requirements – short poetry writing units are taught (Y1 to Y6) as a pre-cursor to each narrative writing unit
8. Performance of plays requirements – KS2 children are required to read aloud and to perform plays. Opportunities for this should be provided so that all KS2 pupils have an opportunity to perform/read aloud during guided reading or production opportunities

Spelling Teaching:

Phonics teaching – 25 mins/day KS1

Spelling teaching – minimum of two 15 minute teaching sessions/week KS2, using the spelling patterns from No Nonsense Spelling (linked to National Curriculum) as well as the common exception words, linked to each phase

NB: At KS1 children should be writing from memory simple sentences dictated by the teacher;
in Y3/4 children should be able to use the first two or three letters of a word to check its spelling in a dictionary and should be writing from memory simple sentences dictated by the teacher;
in Y5/6 children should be able to use dictionaries to check the spelling and meaning of words, use the first three or four letters of a word to check its spelling in a dictionary and use a thesaurus.

Handwriting Teaching & Practice:

EYFS – correct pencil grip to be taught as soon as a child is ready; correct letter formation to be taught as soon as a child is ready

KS1 – 10 mins/day handwriting teaching and practice

KS2 - 15 minutes twice a week

NB:

- handwriting books in Literacy are to be used to support letter formation until Y5/6 and move to ordinary lines when their handwriting meets the National Curriculum requirements for UKS2
- Y2 to use examples of writing in foundation subjects to show handwriting for moderation purposes
- Teachers to use marking and verbal feedback to address handwriting in books

Reading

Aims of teaching reading:

At Thorn Grove we believe that all children should:

- Read with confidence, fluency, and understanding
- Be taught the full range of reading strategies including: phonic knowledge (auditory information), grammatical knowledge (structural information), word recognition and graphic knowledge (visual information), contextual knowledge (meaning)
- Have an interest in words and their meanings, developing a varied, rich and aspirational vocabulary
- Read a range of genres in fiction and poetry
- Understand, use and be able to read a range of non-fiction texts
- Use conventions of library organisation access texts to locate information
- Through reading and writing, develop their own powers of imagination, inventiveness and critical awareness
- Discuss books with reference to author, illustrator, genre, theme and characters; to express personal responses with increasing fluency, enthusiasm, passion and critical analysis
- See the reading process being effectively modelled by their teacher participate regularly in reading activities with the whole class, as a member of a smaller group or individually
- Have a suitable technical vocabulary through which to understand and discuss their reading
- Be interested in books, read with enjoyment and evaluate to justify their preferences

Reading for Pleasure:

At Thorn Grove we actively promote Reading for Pleasure through:

Reading Spine

At Thorn Grove all classes benefit from our Thorn Grove Reading Spine. This is a carefully chosen selection of books that work alongside our literacy teaching that enrich the children's vocabulary and expose them to high quality texts. Teachers model the rhythm of spoken language including intonation, stress and tone at least three times a week. The reading spine also extends to include a whole school poetry spine.

Reading passport

To encourage and challenge children to read a wide range of books, a Reading Passport scheme begins in year 2. The children earn points towards a certificate by reading books that interest them at home and then discussing books with their teachers who then award points based on the type of text read. Children's points then accumulate to earn bronze, silver and gold awards.

Word Reading and Fluency Teaching:

Phonics

Read Write Inc. is delivered to classes from Early Years through to Year 2. It is an effective, comprehensive programme where our pupils learn to read and write. The programme is aimed at Early Years and Key Stage one pupils who are learning to read and write but can also be taught to any pupils who need to catch up rapidly. Pupils will learn the following:

- To decode letter – sound correspondences quickly and effortlessly, using their phonic knowledge and skills.
- To read common exception words on sight.
- To understand what they read.
- To read aloud with fluency and expression.
- To write confidently with a strong focus on vocabulary and grammar.
- To spell quickly and easily by segmenting the sounds in words.
- To work effectively with a partner to consolidate and explain what they are learning.

Children are grouped according to their ability to read texts and segment and blend sounds. Children receive thirty minutes of direct phonics teaching per day. Children in Reception learn the alphabetic code and groups of letters and sounds that they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for those pupils at risk of slower progress. This learning is consolidated daily and pupils have frequent practise in reading high frequency words with irregular spellings and common exception words.

Reading Comprehension Teaching:

EYFS & Y1 - listening to and discussing stories/poems/non-narrative daily; picture comprehension discussion weekly.

Y1 – guided reading takes place weekly with the class teacher.

Y2 – guided reading takes place weekly with an additional comprehension lesson.

KS2 – weekly guided reading including vocabulary, visual tasks, comprehension and discussion with a teacher about a book they have read over the week.

Grammar, Punctuation, Vocab and Standard English Teaching:

Weave through Talk for Writing unit planning (target work). New concepts should be taught using the following process: teach discretely (for e.g. 15 minute starter), practise (for e.g. two to three 15 minute starters), and use and apply in writing (both in Literacy and cross-curricular writing). Opportunities to re-cap prior learning should be planned for, through the Talk for Writing process (e.g. Warm Up words)

Writing Composition Teaching:

The curriculum requirement is that children are taught to:

In Year 1 plan/compose, sequence sentences and re-read to check;

In Year 2 plan, write, evaluate and edit;

In KS2 plan, draft and write, and evaluate and edit. Therefore, for each text-type taught (Year 2 to Year 6) this should be evident in books, through the imitation, innovation and independent application process

The previous half term's non fiction unit should be evident within foundation subjects and within the 'independent application' stage for narrative.

Two final, complete written outcomes are expected for each non fiction text-type (one taught during Literacy and one applied across the curriculum)

Continue to use quality texts and create quality models to inspire and engage writers and to immerse the children in relevant text-types.

Opportunities for children to 'invent' their own writing (a text type of their choosing) based on a class/whole school stimulus will be completed termly initially and then on a half termly basis from the Summer term

NB: Deep learning is required, NOT coverage. Teachers are not expected to cover every text type, however, it is expected that regular writing opportunities are provided, whether during Literacy lessons or at other times in the day.