

English Curriculum Policy



Thorn Grove Primary School

Approved by the Teaching and Learning
Committee on:

10 February 2022

S.Denford
Headteacher

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Chair of Governors

Next review due by:

February 2024

Aims

- For it to be a curriculum that is inspiring and engaging
- To enable children to have a love of reading so they can 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

1. English lessons: the Talk 4 Writing model is to be used to teach fiction, non-fiction and poetry every half term. Model texts are written based upon quality literature.
2. Spelling: Y2 – Y6 to be taught using the No Nonsense Spelling Scheme as a guide to teaching; EYFS/Y1 to teach high frequency words and spelling linked to phonics programme
3. Phonics : Nursery to Y2 to use a Government accredited scheme: Read Write Inc.
4. Handwriting to follow the PenPals Scheme
5. Grammar, punctuation, vocab and standard English requirements to be fulfilled by following the National Curriculum requirements (2014) and link to the Talk for Writing toolkits. Grammar, punctuation, vocab and standard English are taught through Talk for Writing and Grammar sessions to enhance writing.
6. Whole School focus on Vocabulary: explicit teaching of 'Words of the Week' from model texts and vocabulary from the Reading Spine, with a focus on increasing tier 2 vocabulary
7. Reading comprehension: to be fulfilled by following the National Curriculum requirements (2014)
8. Poetry: short poetry writing units are taught (Y1 to Y6) linked to each narrative writing unit
9. Performance: – There are opportunities for performance poetry in class assemblies and the school does engage in end of term performances e.g.Y6

Spelling Teaching

Phonics teaching: 25 mins a day KS1

Spelling teaching: daily 15 minute teaching sessions/week Y2-6, using the spelling patterns from No Nonsense Spelling (linked to National Curriculum) as well as the common exception words, linked to each phase

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/KS2: regular handwriting teaching and practice. High expectations of presentation is expected in all books

NB:

- handwriting books in English are to be used to support letter formation until they are ready to move to ordinary lines, when their handwriting meets the National Curriculum requirements
- Y2 to use examples of writing in foundation subjects to show handwriting for moderation purposes, if still in handwriting English books
- Teachers to use marking and verbal feedback to address handwriting in books
- Y3 and 4 to use discretion when giving children pen to write in; Y5 and 6 all children to write in pen, unless a specific need suggests otherwise

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 to access texts to locate information
- Have access to book corners (mini libraries) in classrooms to browse, revisit, share or borrow books at their leisure
- 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 and 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
- Engage in poetry, rhymes and songs to attune them to the sounds of language.
- 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 English teaching that enrich the children's vocabulary and expose them to high quality texts that excite, incite discussion, exploration and challenge. Teachers model the rhythm of spoken language including intonation, stress and tone through daily storytimes. 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 levelled awards.

Whole School Events

Thorn Grove participates in World Book Day, National Poetry Day, and annual observances, such as Black History Month. These events encourage children to enjoy the benefits of reading for pleasure, through themed activities, resources and inspiration throughout the year.

Word Reading and Fluency Teaching

Phonics

The Government accredited scheme 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 practice 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

Talk for Writing lessons contain grammar and punctuation linked to the text type/toolkit being taught. All lessons start with Warm Up Words that include a recap of prior skills alongside the current focus. Explicit vocabulary is selected from model texts and the Reading Spine and taught through Words of the Week, Warm Up Words, registration tasks and focussed short burst writing, during the imitation stage

Writing Composition Teaching

Talk for Writing is used across the whole school including EYFS. Children learn model texts to support their language development, sequence skills and identification of key features.

The previous half term's non fiction unit should be evident within foundation subjects Toolkits taught across the year should be evident in fiction units.

Quality texts are used to create quality models to inspire and engage writers and to immerse the children in relevant key features.

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.

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 English lessons or across the foundation subjects.