



Cawston Church of England Primary Academy

English Curriculum



Diocese of Norwich
Education and
Academies Trust

English Vision

At Cawston CE Primary Academy we recognise that English is central in both education and society as a whole. As such, our vision is to give all children a lifelong love and understanding of language. Through our teaching and daily routines we strive to be **'Growing Excellence'** in all that we do, by:

- **'Planting'** the seeds of appreciation for our rich and varied language;
- **'Growing'** a habitual desire to read and use books to acquire new knowledge and build on what they already know;
- **'Nurturing'** a culture where children take pride in their writing and have a desire to communicate their ideas and emotions to others, and
- **'Flourish'** as a member of the school community and society as a whole.

All the skills of language are essential for children to fully access the whole curriculum and to be successful in life.

Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Key Stages 1 and 2 National Curriculum Expectations

[English programmes of study: key stages 1 and 2 – GOV.UK](#)

English is at the heart of our teaching and learning and is essential to every area of the curriculum. We use CLPE Power of Reading Scheme as a resource that has helped us to plan a rigorous, skill based and well organised English curriculum that provides many purposeful opportunities for reading, understanding, writing and discussion. We aim to develop a child's love of reading through widespread reading for enjoyment. We promote and encourage children to discover the value of strong communication and the importance of reading and writing in all aspects of their lives. A strong understanding of English skills gives children the building blocks for all their future learning. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent

As a school, we want to cultivate children's love of reading, writing and discussion through a high-quality English curriculum. We aim to plant the seeds of appreciation for our rich and varied literary heritage and foster a habitual desire to read widely and often. We recognise the importance of nurturing a culture of positivity where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to cultivate confident children in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in Literacy skills is crucial to a high quality education and will give our children the tools they need to flourish as a member of society. We therefore offer a broad, balanced and inspiring curriculum, linked to high quality texts, that includes meaningful & engaging learning experiences that go beyond the classroom so children can experience 'life in all its fullness'. By ensuring that our curriculum is in line with our school vision, centred on core Christian values, we aim to prepare children for the wider world academically, socially & emotionally.

Staff aim to deliver a curriculum built on strong pedagogical principles and high quality research, to ensure every child grows to reach their full potential. We want to create a bespoke curriculum suited to the needs of our children, their local environment and the world beyond as well as our areas of strength and development as a school.

Spoken Language

Developing pupils' speaking and listening skills is essential for their development and forms the foundation for their learning across the whole curriculum. We want our pupils' to be able to communicate with their community. We provide opportunities in the curriculum to be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They have chances to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances through the English curriculum. We recognise the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. At Cawston we recognise that the quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Reading

At Cawston, we are determined that every child should learn to read and develop a love of reading. Our pupils engage with a variety of different texts and genres from Reception through to Year 6. They use problem-solving skills from early on in their Literacy learning to decode and later deduce themes from the books they are exposed to. Children at Cawston follow the EYFS 2021 Framework and National Curriculum. Our focus is on developing pupils' fluency so that they have a better understanding of the texts they read. Pupils first learn to read and then read to learn. Reading is the key to learning, and as such, is developed and promoted across the wider curriculum.

Writing

English lessons across the whole school are planned in interesting and engaging ways through the use of high-quality texts (including picture books) from CLPE Power of Reading. Writing skills, including the use of grammar and punctuation, are explicitly taught and then practised through writing opportunities, covering a wide range of subjects and genres.

Implementation

Early Years

In the EYFS (Reception), children are exposed to Literacy right from the start through sharing books with adults, listening to, learning and performing nursery rhymes, songs and stories. We recognise that literacy skills are dependent on communication skills and there is a strong focus on the development of listening and attention, understanding and speaking. Children who have delayed language skills are identified early and additional support is put in place to help them to catch up. The EYFS environment offers a literacy rich environment promoting engagement with reading and writing across the curriculum both inside and outside. Systematic phonics teaching is introduced through Ruth Miskin's Read Write Inc. Programme and children are supported in developing their reading skills using books that are closely matched to their phonic knowledge. Children are given opportunities to develop their gross and fine motor skills in preparation for writing. There are numerous activities and resources that promote mark making and, when ready, children are introduced to letter formation through direct teaching of handwriting. A love of writing is promoted through giving children opportunities to write for a variety of purposes throughout the environment. Structured activities support children's writing development alongside these other opportunities. Talking is used to support the teaching and learning of writing, encouraging children to orally rehearse their ideas before they write them down.

Whole School

In English lessons the pupils are explicitly taught skills to ensure the continual development of their confidence and competence in spoken language and listening skills. As a school we provide the children with a range of experiences to enable them to practise and develop their confidence. Pupils are encouraged to discuss their learning, using new vocabulary and asking questions to improve their understanding. Pupils are encouraged to use sentence stems to develop and extend their spoken ideas, as well as to steer them towards using more formal, grammatically well-structured phrases and sentences. Through the CLPE Power of Reading resources, teachers facilitate opportunities for pupils to develop the skills to explain their understanding of books and other reading, and prepare chances for drama and presentations. Teachers build secure foundations by using discussion to explore and address misconceptions; teachers create safe classroom environments for all children to join in with discussion tasks.

The school uses different reading schemes to provide a wide variety of appropriate quality texts for children to read covering all genres. The schemes incorporated into our reading provision include Read Write Inc., linked to our phonics programme. Books are carefully selected from a range of high-quality recommended text lists, for example CLPE (Centre of Literacy in Primary Education) as well as those with a corresponding AR (Accelerated Reader) Quiz. In Early Years and Key Stage 1, we teach children phonics using the Read, Write, Inc. scheme. This involves pupils in Reception, Year 1 and Year 2 having daily phonics lessons. These sessions are supported by ongoing reading opportunities throughout the school day through the Power of Reading books used to support our English Curriculum and relevant themed books. In Years 1 and 2, pupils are taught reading daily in guided reading groups through Read Write Inc. Phonics books. Book band books are then sent home to encourage reading through repetition and sight words and to ensure progression and challenge for all. Children still progressing through RWI Phonics Scheme will also be sent home a phonics book that they will have pre-read with an adult during guided reading.

In Key Stage 2, pupils are explicitly taught reading skills within English lessons and whole class reading sessions. Teachers model reading skills at all levels, which are then practised and applied independently. Within English lessons, these skills are further developed through use of the Power of Reading books. Other opportunities for reading include 1:1 reading, guided small groups, reading challenges and planned interventions, where needed. Reading for pleasure is promoted throughout the school. Teachers regularly share books with the pupils for their enjoyment and pupils are encouraged to choose books from the class book corners. All classrooms have class reading areas with age-appropriate reading for pleasure books and some subject specific books. We encourage children to take part in the Summer Reading Challenge each year to further drive a love of reading and reading a range of genres for pleasure. We also use this as an opportunity to link with our local library through Norfolk Library Service. We enjoy celebrating reading in many different ways, including participating in activities for World Book Day and the Book Fair. Home Reading – all children are expected to read at home and take home 'home' reading books. Expectation is five times minimum per week.

The teaching of grammar and punctuation is embedded within English lessons. Spelling is taught explicitly through the use of Read, Write, Inc. phonics and 'The Spelling Book' by Jane Considine which builds strongly on the pupil's phonic knowledge from Key Stage 1 and spelling patterns, developing their understanding of word structure while also bringing the 'wonder of words' to life. Spelling patterns are learnt over a period of two weeks. The skills that pupils learn in English lessons are developed and applied across the curriculum. Pupils are expected to use their knowledge of genres, text features, grammar, punctuation and spelling when writing in any lesson. Writing in different subjects provides a real-life purpose for their writing, in order to engage and enthuse. Working walls are used in class to support.

As a school, we use CLPE Power of Reading books to inspire writing. Teachers use the book to plan for writing outcomes. Teachers model the process of writing within every unit so that children understand the thought process behind writing. During this process, teachers think out loud, modelling, editing and demonstrating how and why they have structured their writing in the way that they have. Children are then given the opportunity to participate in a shared write, where everybody contributes to the writing outcome. This is scaffolded further into paired, supported and finally independent writing. The teaching of a genre takes approximately 2 to 3 weeks and follows the teaching sequence below:

- Immersion in the text type:
Children study an example(s) of a text type so that they can see what a good example looks like. They will pull this apart to understand the genre features and text level objectives (appropriate to their year group). This phase will involve opportunities to teach comprehension skills, vocabulary clarification and drama opportunities to explore the genre. A learning wall will be created for key learning from this stage.
- Building towards a writing outcome:
Children are taught grammar and sentence level objectives in preparation for their final written outcome. Short writing opportunities (note taking, diary entries, character profiles etc.) allow children to 'have a go' with their 'new learning'. Activities will be closely aligned with the studied text plot or content, depending on the genre.
- Shared writing:
Children write their first piece of extended writing. This is scaffolded by modelling and shared writing.
- The final written outcome:
The children now plan and write their own, independent piece of extended writing. Children will have the opportunity to proof-read and edit their writing to create a final piece. This final piece is then 'published' through careful writing and presentation within their 'Polished Pieces' books.

Impact

By the end of their primary education at Cawston, our children are able to listen respectfully and with tolerance to the views of others. Our children's communication skills are strengthened and they can articulate themselves well, in different contexts and to different audiences. Children can decode, segment and blend confidently and by the end of Year 1 are ready to move from learning to read to reading to learn. Books with a strong phonics structure are perfectly matched to the sounds children are practising in phonics. In turn, our children feel successful in reading and are more willing to read. Through high-quality teaching within small phonics groups, the majority of children become fluent and confident readers by the end of KS1. A high number of children pass the phonics screening check at the end of Year 1. In Key Stage Two, spelling is taught daily and regularly tested. The spelling curriculum includes opportunities to revise common Key Stage One patterns; and spelling patterns are repeated to reinforce skills. Pupils are given the opportunity to identify spelling mistakes and correct these within their own writing, as a part of the editing process.

We place reading and books at the core of our curriculum, believing that reading is key to all learning. The staff have carefully collated a *Core Reading Spine* and a *Poetry Spine* of high quality texts, many recommended by CLPE and used to deliver *The Power of Reading*. Our children engage in and listen to these high quality texts, igniting an enthusiasm for reading and choosing to read for pleasure. Children choose books for pleasure, enjoying different fiction and non-fiction books, immersing themselves in genres and topics of interest. In Key Stage Two pupils and teachers use Accelerated Reader, a digital programme, to manage and monitor their independent reading practice. A Star Reading Test measures each child's reading ability through a series of multiple choice questions; children obtain a 'ZPD level' which gives a range of books they can pick within their reading level. Children read their chosen books at their own pace and, when finished, they take a short book quiz on a computer to check their understanding. Children read for meaning, as well as for pleasure, and they read in other subject areas. As a result, their skills are enhanced and they gain a greater understanding of the world beyond their locality. A high number of children achieve the expected standard or higher, and through targeted intervention, those who find reading challenging are helped to catch up.

The high-quality texts used in English lessons act as a springboard into writing: children use the text to develop their ideas, gain ambitious vocabulary and 'magpie' figurative language for their own writing. Children develop strong writing skills as they progress through Cawston, allowing them to access the whole curriculum and transition to secondary school with confidence. Writing is mostly of a high quality and well presented in a range of ways, with children taking pride in their joined-up handwriting and presentation to appeal to the reader. Children develop a good understanding of the writing process, including editing and proofreading, which helps them make good progress, with a high percentage achieving age-related expectations.

Book looks and moderations take place, to quality assure judgements made. These are either in house, or as part of our federation of schools. The Senior Leadership Team monitors the teaching and learning of phonics and spelling; reading and writing frequently to ensure that standards remain consistently high and to identify areas for ongoing CPD.

