



## Curriculum Offer

### English

#### Statement of Intent

At Exhall Junior School, it is our intention to provide pupils with a high-quality education in English that will develop pupils' ability to speak, read and write with great fluency, master the mechanics of both reading and writing and develop a love and a true interest for English so that they can communicate their thoughts, ideas and emotions effectively. It is our intention that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists.

We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in school and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination through our book rich curriculum.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress as it underpins the work undertaken in all areas of the curriculum. The acquisition of language skills is of the upmost importance to us here at Exhall Junior School and therefore the teaching of all aspects English is given a high priority within school. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

Our aim is to ensure that every child becomes a confident reader, a writer and confident speaker by the time they leave Exhall Junior School. To promote and instil a love for reading, writing and high quality literature into pupils at all ages. To deliver an English curriculum which is effectively sequenced to develop the acquisition of knowledge and skills.

#### Special Educational Needs (SEND) / Pupil Premium / Higher Prior Achievers

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. Children are given access to word mats to support them with vocabulary and teachers provide writing frames to support children at all levels.

Classroom working walls are consistently up-to-date to give children reminders and display key information.

## Implementation

Implementation Writing is an integral part of our curriculum. All children from Year 3 to Year 6 are provided with many opportunities to develop and apply their writing skills across the curriculum. All students have daily opportunities to write in English and also in subjects across the curriculum. A 1-hour English session is taught four times per week plus discreet grammar and spelling sessions each week (timings for SPaG lessons are tailored to match the needs of each year group.) Furthermore, three reading skills lessons 4 times a week for 45minutes are delivered to allow focussed exploration of a variety of fiction and non-fiction texts, poetry and songs focussing on a different strand of reading domain.

Pupils are taken on a writing journey which builds their knowledge of writing for context and purpose, allows the opportunities for the children to explore a variety of genres, planning, drafting and re-drafting their writing. Moreover pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right through teachers planning clear units of work, using a medium-term plan devised as a year group team, usually centred around a high quality text or stimuli known as the core text. Each unit of work includes text analysis, reading, word and sentence level work, planning, drafting, editing and final piece publication.

Through our book rich English curriculum, we foster pupils' interest in writing and offer a reason and context for writing which enables the children to write for purpose and audience. In order to establish this, pupils will develop their knowledge of genre features, audience, language and effective composition. The genres of writing are varied throughout the year, but are suitable and purposeful to their core text or stimuli. Through the frequent exposure to new texts or stimuli, we broaden our pupils' exposure to high level vocabulary to allow pupils to apply their understanding of vocabulary and grammatical features within and across the English curriculum.

Teachers regularly draw students' attention to vocabulary regularly: through studying spelling rules and word lists, exploring new vocabulary in texts, exploring synonyms and antonyms of words as well as regularly discussing the impact language has on a reader. Exploration of poetry features regularly during English lessons and class reading time, allowing students the opportunity to meet figurative language and discuss its impact. By year 6, pupils are expected to be able to recognise, discuss the effect of and utilise a range of descriptive techniques, including alliteration, personification, simile, metaphor and hyperbole. Standard English is covered as an important strand of language in grammar sessions, as well as being the expectation for students when writing. By year 6, students should be able to confidently write in Standard English (unless writing in role as a character or for author effect.) Reading is an integral part of our curriculum.

All children from Year 3 to Year 6 are provided with many opportunities to develop and apply their reading skills across the curriculum. Reading is taught through the use of VIPERS (Vocabulary, Inferences, Predictions, Explain, Retrieve, Summarise/Sequence). Using this approach ensures that pupils are aware of the different skills that are incorporated into being a successful reader. All students have daily opportunities to read in English and also in subjects across the curriculum. We encourage the opportunity for the children to spend time enjoying reading for pleasure in our classrooms and out of school, where by pupils are able to choose the books they wish to read and enjoy, can choose to share a book with a peer, choose to read topic books related to our wider curriculum, can share their reading on a Padlet wall or listen to an adult in the classroom reading aloud to the children.

Additionally, classrooms have a daily class novel session where an adult reads a class book aloud to the children to further promote a love for reading into every school day, as well as this being an opportunity for the children to hear reading fluency and be exposed to further texts. We are keen to ensure that the pupils at Exhall Junior School are frequently exposed to a wide variety of texts and genres, therefore classrooms have a dedicated wider reading slot to share extracts of texts, have discussions around them and to answer and ask questions about them. We work closely with a range of book fairs in raising the profile of reading to ensure we share the importance of reading with our parents, carers and wider community. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, visits to the library, book fairs and other reading events our English curriculum.

Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language. Exposure to vocabulary is achieved in a number of ways such as: through the use of our knowledge organisers, displays around school and working walls in classrooms, access to good quality reading scheme book, core texts and class novels. We nurture children’s speaking and listening skills through a variety of approaches. We develop these skills so that our children are capable of expressing their own ideas clearly and confidently, in a safe and supportive environment, in all aspects and areas of their school life and into their future. Developing high level speaking and listening skills underpins much of our curriculum: story time, hot-seating, class assemblies, forest school challenges, year group productions, student led services in church and sharing work with buddy classes.

Pupils at Exhall Junior School are also given the opportunity to improve their speaking and listening skills through our Philosophy for Children (P4C) sessions where they are encouraged to share their thoughts and opinions in a safe and nurturing environment.

Long Term Curriculum Plan	Progression of Skills
<a href="#">English Long Term Plan</a>	<a href="#">Writing Progression</a> <a href="#">Reading Progression</a>

Impact
<p>The impact of our English curriculum is regularly monitored at the end of each learning block. Evidences in books and through monitoring suggests that a broad and balanced curriculum is being taught across the school, which supports children’s understanding of the relevance and importance of what they learning. Our children have a good understanding of their strengths and targets. Our English books evidence work of a high standard of which children clearly take pride; the range of activities demonstrate good coverage of genre, spelling, punctuation and grammar. This is consistent across the school and within year groups through rigorous support through the subject lead and year group leads, ensuring that the ambition of the curriculum is being met by all children. Our feedback and interventions support children to strive to be the best writers and readers that they can be. Children have a positive view of reading, due to learning in an environment where it is promoted as being an exciting and enjoyable subject in which they can explore a wide range of text and text types. This is supported by pupil voice. Writing is monitored internally and externally with our consortium group whereas reading is assessed with the use of summative assessment. Staff hold weekly year group reviews to discuss the successes of the English curriculum, within the past week and how to support learning in the following week. This may be done with the use of focussed regrouping to fall in line with our feedback policy. Pupil progress meetings are used discuss ways to support pupils in making good progress in Writing and Reading and how to challenge pupils further.</p>