**Styal Primary English Curriculum**

**Intent**

The intent of the English curriculum at Styal Primary School is to provide every child with:

**Reading**

* A comprehensive phonetic knowledge and skills that enable children to access a wide range of texts.
* Our children will develop fluency and accuracy in reading across the entire curriculum, building on and embedding knowledge of broad and rich vocabulary.
* We create an ethos and motivation to read for pleasure, and using the children’s passion for reading, develop extensive knowledge through having access to and reading a rich and varied range of texts.
* Our children will have excellent comprehension of texts and throughout their time at our school will create a toolbox to ensure they are successful readers.

**Writing**

* The motivation to write for a range of purposes, with meaning, using high quality, engaging class texts.
* Our children will learn to write well-organised and structured independent pieces, which include varied sentence types and structures.
* Our children will write with creativity, using their vivid imaginations, understanding that the reader needs to engage and enjoy their writing.
* We provide the ability to write fluently and coherently with excellent transcription – punctuated and spelled correctly.
* Writing will be presented clearly this will be derived from our cursive handwriting style which is taught inclusively to all years.
* Our children will evidence a highly developed vocabulary alongside outstanding knowledge of writing techniques embedded through a flexible and adaptable Read to Write approach.
* Our children will learn to appreciate the educational, cultural and entertainment values of Writing.

**Implementation**

**Reading**

Early reading is supported through the Read Write Inc. programme. Regular training and development ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. In the Early Years and Key Stage 1, children participate in daily reading teaching, following the Read Write Inc. guided reading sessions and whole-class shared reading sessions, using VIPERS question stems. In Key Stage 2, when children have completed the Read Write Inc. programme, they develop deeper reading skills through the teaching of daily shared reading, following the structure of VIPERS question stems. Reading for pleasure is promoted in many ways at Styal. One way being that, each class’s timetable enables weekly access to the class library, with an up to date selection of books, to provide quality reading materials for all children. Children can choose whether they wish to enjoy these books alone or whether they wish to share them with a friend.

We also foster a love for reading and support children to promote reading for pleasure using our external book barn. Our book barn is equipped with a wide selection of books, suitable for all ages and a range of interests that children can share with friends during break times and lunch times. Children in Key Stage 2, are also able to participate in a reading challenge, reading 10 books from around the wall, to broaden their personal reading library and to experiment with narratives from various authors.

**Writing**

Writing is taught in a creative and stimulating way through DfE approved ‘**Read to Write**’ units.

**Read to Write** is evidence-based teaching of writing. The units are sequentially mapped out so the entire statutory curriculum for writing is covered for each year group.

The units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities. Each unit provides a narrative and non-fiction outcome meaning that our children are exposed to and produce writing of a range of genres and for a range of purposes. The carefully selected Vehicle Texts have strong thematic links to the Science, History and Geography curriculum embedding quality writing across all subject areas.

Each unit follows the four phased approach of **immerse, analyse, plan and write.**

At the start of each unit, children are immersed in a high-quality vehicle text. Children will explore objects that have links to the text whilst making predictions. Children will respond to the illustrations and explore new vocabulary. They will listen to and enjoy the vehicle text being read aloud to them. Children will then immerse themselves into the example text, a model of the writing outcome they will produce.

During the next phase of learning, children will analyse the vocabulary used in the example text and any vocabulary that links to their national curriculum spelling rules and patterns. Children will analyse grammatical features that have been used and engage in explicit teaching of these. The structure of the model text is analysed and explicitly taught at this point also.

During the planning phase, using their new learning and the vehicle and example texts as stimulus, children will now plan the intended writing outcome for the unit. It is during this phase where children have the opportunity to use their metacognition skills and really think about, and apply their knowledge, their learning and their own creative flair.

The final phase of the unit is the writing phase. Children will finally produce a high-quality independent piece of writing, applying all taught skills and knowledge from the unit. Once completed children will then revise and edit their piece of writing.

Each unit builds on learning, skills and expectations ensuring our children can thrive within the curriculum and every individual can achieve.

**Impact**

The organisation of the English curriculum, has created a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children are confident to take risks in their reading and writing, and love to discuss and share their ideas. Outcomes of their learning evidence the high quality of work and the impact of varied and cross curricular reading and writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

**Reading**

The Reading curriculum is evaluated through

• Analysis of Phonics (RWI assessments every half term)

• Analysis of yearly phonics assessments

• Rising Star assessments (Y1 – 6) each term

• KS1 and KS2 SATs assessments

**Writing**

The Writing curriculum is evaluated through:

• Regular checks on the quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil conferencing and work scrutinies.

• Summative assessment occurs when moderating across year groups externally with other local schools and a Literacy Counts advisor. These are carried out 3 times a year.

• Summative assessment occurs when moderating across key stages internally, these are carried out 3 times a year, unless the teacher wishes to moderate with the English lead more frequently. The analysis of this used to identify areas of development and any children who are not making expected progress.