



English

Curriculum Statement



for College Park Infant & Lyndhurst Junior Schools

Setting out the curriculum that we have selected as most appropriate for our pupils, that will support them to achieve our vision & aims, as our mottos state ‘Children Playing, Improving & Smiling’ on a ‘Learning Journey to Success’.

Intent

College Park Infant School and Lyndhurst Junior School believe that every child should have high standards of language and literacy. Our aim is to equip pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment and information, thus giving them the ability to express themselves as critical and creative thinkers in the wider world. We have high expectations of the children’s speaking and listening skills and have designed a curriculum focusing on improving language acquisition and developing the use of appropriate vocabulary across the whole curriculum. This in turn enables pupils to become fluent readers and competent writers, something we consider to be essential life skills.

Implementation

Children in the Early Years will follow Development Matters working towards Early Learning Goals, which they are assessed against at the end of the Reception year. The relevant guidance and curriculum are used to support the teaching and planning of all activities, ensuring the recommended amount of child-led play or exploration. Daily Independent Learning Time (ILT) sessions incorporate a variety of English and phonic-based tasks.

In KS1 & KS2, English is taught following the National Curriculum framework 2014, offering opportunities for the reading and writing of fiction, non-fiction or poetry being taught each term. English planning highlights the objectives being covered. It is essential to practise differentiation through the support and challenge offered to individuals. The Policies for Inclusion and the Gifted and Talented will be consulted accordingly. Success and achievement will be celebrated. Mastery and Depth of Knowledge (DOK) will challenge and widen children’s understanding of the curriculum. Each term’s work builds upon previous learning and allows for the acquisition of new skills. Children’s understanding and skills are challenged and expanded through regular DOK (deepening of knowledge) and mastery opportunities within lessons. When children are working securely within year group expectations they will be challenged through mastering the curriculum. English and Reading lessons take place four-five times a week within Key Stage 1 and Key Stage 2 classes, with Phonics and Spelling and Grammar sessions also timetabled.

Assessment will be continuous and progress recorded at regular intervals. There will be some tasks/tests used in KS1 and KS2 to aid assessment and to guide teaching. It is a statutory requirement that each child completes the Phonics Screening Check towards the end of Year 1. If they do not meet the expected standard, children will re-sit it in Year 2.

We will actively involve parents in the development of their child as a literate person. Opportunities will be made to communicate with parents on a regular basis through Home Reading Diaries (KS1), as well as Reading meetings and workshops aimed at projecting expectations and ways to help at home. Parental involvement will be a focus for the coming year with an aim to better equip parents with the skills and knowledge needed to aid their children's progress further.

Phonics

Pupils begin their school life with an introduction to phonics which allows them to access books and begin to write simple words. Phonics is taught following the 'Letters & Sounds' programme of study, using a multisensory approach (action, visual prompt, sound, hands on activity) to appeal to each individual learning style, as well as creating a 'hook' from which children can hang their learning. Phonics is taught in TTGs (targeted teaching groups) throughout the second half of Year R, then throughout Year 1 and Year 2. Children work at a pace that best suits them and have the opportunity to recap and extend as necessary. The government requires that in Year 1 each child take the phonic screening check which we prepare them for well. Re-caps of phonic knowledge and targeted interventions to plug 'gaps' in children's knowledge and application are present in Year 2 and into KS2. Phonics is part of the establishment phase in Year 3 to ensure children are prepared for the KS2 curriculum.

Reading

Even before children are able to use their phonics to help them blend and segment, they are introduced to books with no words as a way of teaching pre-reading skills. In EYFS, KS1 & KS2 children work through a colour-banded scheme to show progress until they become 'free readers'. They are encouraged to read a range of genres and use the language found in these books to improve their writing. Incentives to read at home are used across all key stages to further develop skills and embed the learning further. The newly introduced bookmark scheme has been successful in getting more children reading outside of school and CPIS have acquired 'Bug Club' to enable children to read online at home.

In KS2 Bug Club comprehension is used at least four times a week, promoting children's understanding, developing inference and acquiring new language. Interventions to help boost reading skills and understanding are used across both schools, these include FFT, Catch Up, Bug Club, Lexia and Rapid Reading. We aim to improve children's reasoning around reading comprehension by fostering similar opportunities for that depth of understanding as seen across the curriculum. Language development has been a key focus in driving reading forward for both schools, introducing vocabulary words of the week. Each school has worked on developing understanding around word meanings and allowing children the breadth of literature to acquire this.

Spelling

Spelling is taught both discretely and through our English lessons. Children are taught to spell phonetically regular words using specific spelling rules where appropriate. Pupils are also taught common exception words outlined in the KS1 & KS2 curriculum, with the exception of Year R. Despite there being no actual words for the Year R children to learn, they are introduced to some of the more familiar Year 1 words such as was, the, to etc. They are expected to be able to read and write these by the end of EYFS. KS1 and KS2 use individualised spelling targets, along with 'Bug Club' online to help children navigate some year group spellings.

Writing

We introduce cursive handwriting from Year R and pupils learn how to form their letters during phonic sessions. By the time children leave Year R the majority are able to write simple sentences using phonetically plausible attempts at spelling words. Opportunities across both key stages are provided for children to apply these skills through writing practice, both independently and during focused writing lessons. Independent work is done at least once every half term as a way of assessing progress and informing planning and teaching skills. These skills are built upon in the following two years of KS1, culminating in teacher assessment at the end of Year 2. KS2 writing assessment is also teacher assessed and moderated both in-house and as part of a cluster to validate judgements. It is the expectation that, unless there is a valid reason, all children will learn to join their writing in KS2 and that the expectancy for neat handwriting will be a non- negotiable.

Impact

EYFS results show that the percentage of children achieving EXS+ in Reading and Writing are 88% and 90% respectively. This is above national averages.

The percentage of children achieving a pass mark in the phonic screening check for Year 1 pupils was 85%. This is above national averages, however there is the expectation that this will rise next year to within the 90% range as in previous years.

KS1 reading results at EXS+ remain in the 80%^s for the third year running with GDS results at 37.5%. The aim next year is to ensure more children reach the expected standard, whilst maintaining the high levels of GDS. Writing remains above the national average at 81% with GDS at 21%. These standards are expected to be maintained, if not improved in the coming year with a focus on language, purpose and audience.

KS2 results show SPaG at EXP+ is 73% and 21% at GDS. These results are below national averages and show a dip in comparison to last year's outcomes. This indicates that more emphasis will need to be focussed on the way that pupils are taught SPaG discretely, being able to accurately identify and answer questions around grammatical terms, as well as improving Standard English (QLA). This comes after a successful moderation for Writing, where pupils were praised for their use of punctuation and accurate spelling.

Reading results have also dipped to 67% at Expected with 20% reaching GDS. Although national results also took a 2% dip, there is now an urgent imperative to raise outcomes in Reading. Our aim is to adapt teaching styles to ensure that children have the stamina and

skills to successfully reach the expected standard or above. This year will focus on pupils being able to identify and answer with specificity, drawing on comparisons within the text to aid inferential answers.

Writing at the Expected standard has risen to 80% with all judgements agreed at external moderation. Due to increased expectations, GDS was 5%, meaning the coming year will have a greater emphasis on children using a range of punctuation, accurately ambitious vocabulary and experimenting with a range of genres. We aim to maintain this standard at EXS, or even show a slight increase.