



# Moor First School

## English Curriculum

**'Together we unlock potential and learn for life'**

### **Intent**

At Moor First School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses in the areas of reading, writing, speaking and listening.

Staff at Moor First, feel it is important to highlight and be aware of the differing groups of learners and vulnerable children in their class. Once this information is acquired, teachers can plan and teach personalised English lessons, which focus on the particular needs of each child. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points, to ensure every child can celebrate success.

English at Moor First school will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met; the children at Moor First will be exposed to a language heavy, creative and continuous English, curriculum. This will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

When the new curriculum was implemented in 2014, many professionals commented that the creativity had been eliminated and children were expected to be taught a diet of very dry grammar and punctuation skills. At Moor First, our vision is for the creativity to be at the helm of our English curriculum and for children to learn new skills in a fun and engaging way. We regularly look for ways to engage all reluctant readers with both reading and writing to further their development and progress.

### **Implementation**

At Moor First School, we follow the National Curriculum, we use termly CPD to enhance future teaching and learning and we follow a progression of skills grid for both reading and writing. Not only this, but we also embed the new DFE reading framework to ensure the best possible outcomes for all learners.

Our school policy gives details about our English curriculum overview, however after a deep dive in reading, we have embedded more whole class reading across the school timetable so that teachers can model story telling even more. Further books have been purchased to ensure that children in KS1/EYFS and those who need further support receive relevant phonics texts to match their phonics level. Children are now also encouraged to choose a reading book for pleasure through regular visits to our school library and promoting our local, community library. Class book zones have a purpose, showing relevant topic texts, a range of fiction/non-fiction (genres) and also encourage cultural diversity/wellbeing. Class texts are used regularly to make meaningful links to writing.

Reading is not only celebrated in classrooms at Moor First, around school, you will find displays, which celebrate authors, children's favourite books and reading reward schemes. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, parent reading workshops and a range of trips and visits which enrich and complement children's learning.

As we believe consistency and well-taught English is the forefront of a valuable education, at Moor First, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the new national curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age groups. Phonics is delivered daily within ability groups and cursive handwriting is encouraged and taught explicitly each week. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework. All year groups use the same format for assessing writing, which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

In order to expose children to a variety of genres which helps to utilise and embed the writing skills, teachers use a writing journey to plan, structure and teach their English lessons. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child. Some of these texts are not mandatory for teachers to use each year, as we want to regularly map out new and motivating texts when they are published. Teachers are trying to inspire children with writing newspaper reports and diaries as pupil voice 2021, showed that children least enjoyed these or found them hard. Pupils enjoy writing linked to the outdoors.

Timetabled interventions for English take place daily during assembly times in order to help close gaps and to increase attainment.

### Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in year 4, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

***For more detailed information, visit our website to see: English policy, progression trackers and phonics and reading schemes used.***