



English Curriculum *'Together we unlock potential and learn for life.'*

Intent

At Moor First School, it is our intent to provide a powerful and progressive English curriculum to equip children to be prepared for the ever-changing world.

English is intrinsic to all that we do at our school; we aim to foster children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literacy heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We recognise that children need a clear pathway of progression as they advance through the primary curriculum and believe that developing good literacy skills will give our pupils the tools they need to participate fully as a member of modern Britain.

Early Reading

Our intent is that pupils will be equipped with the foundations to become enthused readers with a passion for storytelling, literature and vocabulary. They will have a secure understanding of letters and sounds. They will confidently orally blend and segment words as well as read a range of sight words. Early reading is a school priority as we know that to access the whole curriculum, children need the skills to be able to read.

Reading

At Moor First, pupils will develop a lifelong love of reading. All children will achieve their full reading potential by the end of Year Four and are able to comprehend what they read, read fluently and confidently across a wide range of texts by different authors.

Writing

Pupils will develop the essential skills necessary so that they are able to accurately communicate effectively through their writing for a variety of purposes. We aspire to create confident, ambitious and independent writers who not only understand the purpose of the writing but enjoy the writing process and are equipped for their future.

Oracy

At Moor First, we value every voice and our intent is that the children can articulate their ideas, develop their understanding and engage with others through spoken language. Talking is Key to be able to 'Learn for Life'

Implementation

At Moor First School, we follow the National Curriculum and each class has a daily English Lesson.

Early Reading

A consistent approach to the teaching of early reading is provided throughout the school. Children develop a bank of skills to assist them with word recognition, fluency and language comprehension. We teach early reading through systematic, synthetic phonics lessons following Little Wandle Letters and Sounds programme, which has a planned structure, is fast paced, engaging and encourages active participation for all. Children in Foundation Stage and Key Stage 1 receive daily taught phonics sessions which last 25 minutes, sessions are also provided for pupils requiring Phonics teaching in Key Stage 2. Early reading is developed with the Collins letters and sounds texts and children read books matched to their Phonic ability to ensure that they are fully decodable. High frequency and common exception words are discretely taught to ensure that pupils develop their skills for reading words that are not decodable also. Children in Reception, Year 1 receive group reading sessions x 3 times weekly for 25 minutes using their weekly phonics texts. Year 2 also do this until December or until children achieve 90% or more of phase 5 sounds. Pleasure for reading, whole class reading and independent reading are used to develop children's range of reading skills.

Reading

All children in year 2, 3 and 4 take part in 3 x weekly group Little Wandle fluency sessions x 25 minutes until they complete level 10 fluency books. As children develop their reading skills beyond Little Wandle, they progress through our book banded reading scheme which is made up of a wide selection of texts. All children are provided with a reading book matched to their reading age and we encourage progression through each band before becoming a free reader.

We provide our children with multiple opportunities to read across all curriculum areas through read for pleasure sessions. Reading is a key life skill and we will embed a culture of reading in everything we do, providing plenty of opportunities for children to read both independently and aloud as well as providing opportunities for them to discuss and recommend books through paired and shared reading. Reading and quality literature are implicitly interwoven into our curriculum with key whole class texts chosen to ensure our children encounter a variety of genres and famous authors together. We recognise that reading progress is most successful when supported at home with regular reading. We ask that pupils read as often as possible with an adult at home at least three times per week. A new reading text/author is introduced in weekly whole school assemblies and the school library area celebrates Author or the month texts. Children all take part in World Book Day and also take part in a progressive writing journey using a whole school text each year.

Reading interventions are priority across the schools' timetable so children all have the chance to succeed.

Writing

Pupils are provided with the opportunities to develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum. At Moor First, we embrace the 'Rosenshine Principles of Learning' for all pupils including our children with Special Educational Needs and Disabilities (SEND). The journey of writing begins with our youngest children where they are given opportunities to mark make, on a small and large scale, using a range of materials – building up those essential skills to prepare them to be lifelong writers. Our Reception children and Year 1 and 2 children take part in drawing club and then also progress to talk for writing.

Along the way, teachers carefully plan sequences of lessons where children learn through small steps and time is dedicated to guiding the children through new skills through our 'model' 'we do' 'I do' sequence of teaching. We have a progression of grammar skills across year groups and also a progression of sentence types by Alan Peat. Dictated sentences help our children with their spelling/phonics rules as well as building on SPAG skills.

We build up the journey of our writing units where children are given the time to practice these new skills through the process of drafting and editing. Scaffolds are provided through live modelling where teachers talk aloud their thinking behind their vocabulary and sentence choices. Along the journey, children are immersed into their writing units through the use of drama, images, film clips and inspirational experiences.

When children complete Little Wandle during Year 2 – we encourage cursive handwriting and follow the Twinkl Handwriting scheme. Each class from Y1 to Y4 has a weekly letter formation or handwriting focus.

Oracy

Our Oracy curriculum is underpinned by the Oracy Framework created by Voice 21. The Oracy framework uses four vital strands; physical, linguistic, cognitive and social and emotional. Within lessons, students learn through talk and learn to talk. The use of carefully planned, modelled and scaffolded talk in the classroom heightens subject knowledge and understanding for our learners. Children explore the six discussion roles and have a progression of sentence stems to support them. Subject specific vocabulary is embedded across the curriculum, through teacher modelling. Each term, children demonstrate their spoken language and confidence within class assemblies for the whole school and parents to watch.

Impact

At Moor First, we expect that well planned and carefully crafted lessons scaffold learning and ensure that all pupils are able to access English Learning as they all have potential. Pupils will have developed and refined their skills and knowledge through well planned sequences of learning support. Pupils enjoy English, they achieve well and enjoy success at our school.

Early Reading

Pupils are equipped with the foundations to become enthused readers with a passion for storytelling, literature and vocabulary. They have a secure understanding of letters and sounds and confidently orally blend and segment words as well as read a range of on sight words.

Reading

Pupils have developed a lifelong love of reading. All children have achieved their full reading potential and are able to comprehend what they read, read fluently and confidently across a wide range of texts, genres and authors.

Writing

Pupils have developed the essential skills necessary so that they are able to accurately communicate effectively through their writing for a variety of purposes. They are confident, capable and independent writers who not only understand the purpose of the writing but enjoy the writing process.

Oracy

Pupils articulate their ideas, develop their understanding and engage with others appropriately through spoken language.