



Inspire. Challenge.
Learn

At Pool Hayes Primary School, we are committed to providing our children with a curriculum that has a clear intention, is implemented consistently and impacts positively upon their needs.

Curriculum statement for the teaching and learning of English 2021/22

This statement should be read alongside the statement for reading and phonics in EYFS and KSI.

National Curriculum Intent

The National Curriculum for English states that:

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.

INTENT	The intent for the PHP approach to English has five strands			
	✚ Teaching staff should enthuse pupils with reading for pleasure, by sharing high quality engaging texts and giving them the phonic and decoding tools to access texts at their level.			
	✚ Teaching staff should model Standard English in both speech and writing and to highlight examples of Standard English by comparing them to non-standard forms.			
	✚ Teaching staff should provide excellent examples of given text types, in order to model writing expectations effectively, with a no-glass-ceiling approach.			
	✚ Teaching staff should ensure that all children are able to communicate their needs and ideas to others clearly and using appropriate vocabulary, in a register which is appropriate to audience and purpose.			
✚ Teaching staff should use texts as a vehicle to support our RHSE curriculum, by developing empathy, understanding and support for those who may otherwise be perceived as 'other'.				
U2	Expectations	Modelling	Vocabulary	RHSE and Cultural Links

<p>The intention for teaching and learning of English at Pool Hayes Primary is that pupils not only gain the skills to read, write, speak and listen effectively, but that they also gain a passion for the English language and the enthusiasm to use it to the best of their ability. All children should see themselves as readers and as writers, regardless of age and stage.</p>	<p>At PHP we use the concept of 'learning voices' to distinguish between what is appropriate in terms of standard English, from the dialect which some children use in the playground and at home. All staff should model use of learning voices within the classroom and support the children's endeavours to do so. High quality reading for pleasure texts should supplement use of RWI scheme books in EYFS and KS1, while all texts used for reading or writing modelling in KS2 should be of a high quality.</p>	<p>The intention is that grammar terminology is used consistently (at an age appropriate level) throughout the school, so that children understand and are able to use it in talking about and developing their work. In their writing, children should endeavour to use vocabulary which is precise for their maths, science and non-fiction contexts and figurative in their fiction work.</p>	<p>Our intention at PHP is that texts used for modelling, particularly those used for whole class reading, should represent the diversity of our community and in the UK. We know that children engage better with reading when they can see themselves represented in the books which they read. Similarly reading about people whose life experiences significantly differ from their own, can also develop empathy and understanding. Thus our reading curriculum is implicitly linked with our school vision and ethos.</p>
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<p>Reading and writing during the EYFS and KS1 Phases</p>	<p>Reading and Writing during KS2.</p>	<p>Assessment</p>	<p>SEND and Catch-Up Provision</p>
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Implementation	<p>Reading and Writing in YR and KS1 have two distinct drivers.</p> <p>1) The linear progression of phonic based tasks using RWI as a framework. Children are taught in differentiated groups across all three classes. These groups are regularly assessed so that children are able to progress at a level which is</p>	<p>In lower KS2 children continue to progress through the reading scheme texts to support development of their independent reading, whilst also selecting class-based and library texts which are of personal interest. They should experience a wide range of authors and writing styles across this phase.</p> <p>In upper KS2 children's independent reading should focus on books of all genres which interest them, unless there is a diagnostic reason for them to</p>	<p>Assessment in English takes a number of forms. All children are assessed regularly against year group targets and these judgements are recorded on DCPro and used for ongoing planning.</p> <p>Moderation supports formal assessment of writing in all key stages. Moderation samples should show that children in each year group are given a range of independent writing</p>	<p>Provision will be made for children who are not making the expected level of progress through I.E.P.s and interventions. Additional tutoring support in reading and grammar is made available, where pupils are taught in small groups by experienced teachers including SLT.</p>
	CPD			

	<p>appropriate for their own learning.</p> <p>2) Reading/writing using cross curricular stimuli and focussed texts, which inspire children to read and to write imaginatively for a specific audience and purpose.</p>	<p>remain on more structured texts. Where children require simplified texts, they should be of an age appropriate context.</p> <p>In both phases, in addition to shared texts for 'reading for enjoyment, classes use whole class reading to develop specific skills in comprehension and deepen their understanding of the way in which authors create texts.</p> <p>All year groups should front load their grammar content for the week using Headstart Grammar materials: then reinforce the key concept during writing lessons that week.</p> <p>All groups should include a weekly session of reading comprehension, using Comprehension Ninja materials. These will develop key skills from the different domains in a structured way across each term.</p> <p>All children should be provided with a wide range of age appropriate writing opportunities which vary purpose and audience and give the opportunity for GDS development of author's voice.</p>	<p>opportunities.</p> <p>Children from Y1 onwards are assessed for reading using PIRA assessments and from YR onwards are further assessed using York Reading Assessments to provide data to inform planning.</p> <p>Annual assessments for ELGs, Phonics check and KS1&2 SATS are used to evaluate the quality of teaching and learning on those subjects, with results reported to the governing body to aid in school improvement.</p> <p>Writing grades are achieved using a variety of measures including DCPro targets and TAF statements. Writing in Y2&6 is compared to the teacher assessment exemplification and writing samples are moderated.</p>	<p>School has additional English support through two collaborative ventures.</p> <p>The first is English Hub reading support which is focussed particularly on reading culture and RWI Phonics development. This includes all TAs and teaching staff from the appropriate phases, receiving RWI training.</p> <p>Additionally, we have a Writing lead who is also a KS2 Lead moderator for writing in Walsall. This ensures that writing development and moderation in school are in keeping with the most recent training in this subject.</p>
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	Attitude to English Learning & Learning Culture	Evidence in Knowledge	Evidence in Skills	Progress
Impact	<p>Through discussion and feedback including Pupil Voice, children express interest and enjoyment in a range of texts by different authors. They are happy to talk enthusiastically about reading and writing and understand the importance of developing their skills in this subject.</p> <p>Children are happy to choose and read (or share with a grown up depending on age) library books. They can talk about books</p>	<p>Children have a working knowledge of grammar, reading and writing terminology for their year group. Children can make links between texts and the different themes and genres within them. They can recognise similarities and differences.</p> <p>Children understand how to draft and edit writing for a given purpose and audience.</p>	<p>Children are able to evidence the skills as shown in the National Curriculum statements for their phase. They have age appropriate fluency and stamina in both reading and writing. They can speak, and write in standard English and use a level of formality appropriate to the context.</p> <p>They complete reading comprehension and grammar tasks appropriate to their year group and can edit their work independently or with a</p>	<p>At the end of each year we expect most children to have achieved Age Related Expectations (EXS) for their year group. Some children will have progressed further and achieved greater depth (GDS). Children who have gaps in their knowledge receive appropriate support and intervention in order to make progress from their own unique starting point.</p> <p>Data</p>

<p>and authors that they have enjoyed and can make reading recommendations.</p> <p>Children understand that there is an appropriate learning voice which may be different to the speaking choices which they make in other contexts.</p> <p>Children are proud of the written outcomes which they achieve.</p> <p>They ask and answer questions on familiar subjects in line with year group expectations.</p>		<p>partner:</p>	<p>National data* In July 2022 the updated assessment data for each reporting group will be added to this statement. This will not be done prior to this time as data will be incomplete due to the impact of Covid.</p>
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