

Lane Green First School

English Curriculum Vision

Vision for English

Intent

Our English curriculum at Lane Green First School aims to ignite a child's passion for language and writing through exciting, stimulating experiences that broaden and extend their learning. We intend to immerse our children in a variety of text types and genres and give them daily writing opportunities to develop the key skills needed to write with passion and purpose.

Implementation

Exciting and engaging 'hooks' are used as a stimulus for lessons to inspire children's writing.

A **range of both fiction and non-fiction** genres are studied throughout each year group to ensure breadth of learning.

Children are given the opportunity to **apply their skills** across a variety of different text types.

Children have many opportunities to **write for different purposes and audiences** (for example, to discuss whether it is still acceptable to keep animals in zoos, to persuade an audience to give money to charity, to report on a fictional event, etc.) as well as for pleasure.

High quality texts (including visual literacy resources) are used to engage children as well as model the use of different grammatical skills and writing techniques.

Planning is **well differentiated** to ensure inclusivity, high expectations and challenge.

In KS1 and KS2, teachers plan lessons according to a **'5R' framework**. Over the course of a unit of work, children 'Read' and understand the text; 'Rip' it apart to understand its grammatical and structural features; 'Rehearse' their own use of such features; 'Write' independently; and 'Review' their work for any edits or changes that may need making.

Guided Reading lessons are planned carefully into units of work in KS1 and KS2, to ensure further understanding of the text being studied and further opportunities for children to learn and embed essential reading skills. For more information, please see Lane Green's Reading Vision document.

Children are encouraged to **write every day** and, within every unit of work, to produce an extended piece of writing over two days.

Editing is built in to lessons, both as discrete editing lessons and through children proof-reading their own work to correct spelling and punctuation errors and check for grammatical sense. This ensures that children learn this valuable skill and are able to use it more independently.

To enable children to **spell** words confidently and accurately, **spelling lessons** (following the 'Nelson' scheme of learning) are delivered on a daily basis in Y2, Y3 and Y4, and as part of Letters and Sounds phonics sessions in Reception and Y1. We aim for these lessons to be

engaging and interactive, providing children with not just a grasp of common exception words, but an ability to apply spelling rules and patterns across their writing. We have invested in 'Spelling Shed' - an entertaining, online platform – on which teachers will set children spelling quizzes related to the patterns they have been studying. Teachers and the English lead monitor this regularly to ensure participation.

We believe it is important that children have fluid and legible **handwriting**, to enable them to express themselves in writing. Children currently in Reception and Year 1 are taught 'precursive' letter formation, in which each letter starts from the line. They practise their formations as part of their daily phonics lesson. In Y2, Y3 and Y4, handwriting sessions are delivered discretely at least three times per week, based around the 'Nelson' letter formations.

Classrooms have **working wall displays** and more permanent grammar displays to share good examples of skills and any shared writing so that children can use this to support their independent work.

Classes have '**Word of the Week**' displays to collect exciting vocabulary. They explore these words in more detail, learning their definitions, word classes, synonyms, and how to use them effectively in sentences.

Children's writing and handwriting are **celebrated** through classroom displays, as well as Star of The Week.

Impact

We will judge success in the following ways:

Planning - Is there coverage of genres and text types? Does the planning include an exciting 'hook' or stimulus for each unit of work/lesson? Is it differentiated? Is there a clear sequence and progression of learning for each unit of work/lesson?

Monitoring of planning and books - Does the children's work in books reflect their understanding? Is planning well thought through? Are classes delivering lessons consistently so that every child has the same experience?

Pupil voice - Do children enjoy English? Are they excited by lessons? Do they have a passion for writing? Are they learning new skills all the time? Do they feel they have the opportunity to use these skills and build on them?

CPD - Are staff confident in their subject knowledge? Do we provide opportunities for staff to share good practise and ask for support? Are staff given feedback following planning/book scrutinies and opportunities to develop their practice? Are we keeping staff updated with any necessary information regarding the English action plan?

Environment - Are classroom displays and working walls purposeful? Are they age appropriate? Do they use correct grammatical vocabulary? Do they support the children? Do the children use the displays and working walls? Are there displays of children's writing up in classrooms?

Data - is the writing data in line with historical End of KS1 and End of KS2 data? Does it show progress throughout a child's school journey? Is the data in line or better than national averages?