

# Christ Church School, Hampstead

## Curriculum statement: English



The Governing Body of Christ Church Primary School, Hampstead adopted this statement for English in February 2018 and it should be read in conjunction with our Literacy across the curriculum document and our Teaching and Learning Policy

### The contribution of English to the primary curriculum

At Christ Church School we believe that the teaching and learning of English (reading, writing and speaking and listening) is integral to the successful teaching and learning of all other subject areas. Confident reading, writing and speaking and listening skills are vital life skills and it is our responsibility at Christ Church to teach and support the children in our school in developing all these skills to the best of their abilities. This policy sets out the procedures and practices we follow in supporting children in developing these skills.

### Aims and Objectives of teaching English at Christ Church

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### The Curriculum

At Christ Church, the curriculum is defined by the current national curriculum guidance alongside professional judgement. See curriculum map for breakdown of curriculum in year groups.

### Phonics

Reception, Year 1 and Year 2 follow the Letters and Sounds synthetic phonics scheme. The Letters and Sounds scheme is broken down into six progressive phases. Phonics is taught daily and additional to literacy teaching.

### Spelling

In KS2, children learn spelling strategies and patterns as part of the Literacy lessons. Children are set differentiated weekly spellings to learn at home which have a spelling pattern to follow each week. We also hold a termly spelling challenge to promote spelling in Key Stage 2.

### Reading

Children at the early stages of reading take home a home reading book at an appropriate level from the school's levelled reading books each week; these home reading books are changed more often in the younger year groups. Reading volunteers are assigned to individuals with additional needs. Guided reading sessions take place both within and outside Literacy lessons, as appropriate to the text type being studied and the age and ability of the children. For assessment of reading, see **assessments**. See Teaching and Learning Policy for homework and daily reading at home.

### **Speaking and Listening**

Spoken language underpins the development of reading and writing. Teachers should therefore design opportunities for continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should be given opportunities to adopt, create and sustain a range of roles. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Opportunities for speaking and listening should be across the curriculum and tasks such as 'Week in the Spotlight' and 'My amazing family' are designed to encourage speaking and listening.

### **Grammar**

Grammar is intrinsic to the teaching of writing. Grammar can be taught through the teaching of writing or discretely using professional judgement. Grammar to be covered in each year group is shown in the Grammar Overview document.

### **Writing – Marking**

Children should complete one piece of extended writing each week in line with curriculum map for year group. Marking of writing should follow the school's marking policy. Marking should be focussing on learning intention and success criteria for the lesson but grammatical errors and spelling can also be marked using professional judgement. Children are encouraged to review and edit writing to support their progress as a tool of self-assessment and to encourage independence. This is detailed in the marking and feedback policy.

### **EYFS**

In Reception the teacher provides opportunities for children to develop communication, language and literacy skills through opportunities to speak and listen and represent ideas in their activities, using communication, language and literacy in every part of the curriculum and being immersed in an environment rich in print and possibilities for communication. Teaching is designed to encourage mark-making and writing with examples being modelled by the teacher. Opportunities are to be designed to encourage writing during free flow activities e.g. in role play area.

### **KS1 &2**

In Key Stages 1 and 2, teachers plan and teach four or five daily Literacy lessons per week. Short-term planning will cover a balance of word, sentence and text level objectives in both reading and writing. There are also planned opportunities for speaking and listening activities, although these may take place outside the Literacy lesson and within other curriculum areas. There are planned opportunities for both shared and modelled reading and writing throughout each unit of work. Opportunities for digital literacy should also be included in planning of literacy teaching. See Curriculum Map for genres of writing as well as the Grammar Overview for each year group's objectives.

### **Displays**

Writing examples from across the curriculum are to be displayed in classrooms. Teachers build in opportunities for children to publish writing to give it greater purpose and for children to have pride in their work. Whole class writing targets are displayed in classrooms in all year groups.

### **Assessments**

Each term, children in Years 1-6 complete a written test. Writing is moderated in staff meetings across the school. Levels are recorded and reported to the head teacher to monitor progress. PM benchmarking is undertaken across KS1. Year 2-6 complete a reading test and levels are recorded and reported to the head teacher.

### **Target Setting**

End of year targets, related to the age-related expectations in the National Curriculum, are set for each child in Reading and Writing by the class teacher and head teacher and then progress is reviewed in termly pupil progress meetings. Children's individual next steps for improvement in writing and reading are evident in the marking and feedback in children's books and their reading diaries (KS1).

### **Review**

This policy should be reviewed every three years to ensure that it is a reflection of current best practice.

Revised by English Subject Leader – January 2018