



This statement, and our English intent and curriculum, has been developed by our subject leader for English in discussion with our teaching staff team and our Teaching, Learning and Standards Governors Committee.

This curriculum statement should be read alongside

- our school vision statement
- our Teaching, Learning and Assessment Policy and our Policy on Marking and Feedback to Children
- our published curriculum overview
- our 'curriculum packs' for English and Phonics, which include details of the agreed curriculum for English at Christ Church, including our skills and content progression documents
- our Reading Strategy document

### **Intent of our Christ Church English Curriculum**

English teaching at our school supports our school vision of inspiring *life in all its fullness* through providing teaching that allows all children to flourish creatively and positively with the aim to achieve academic excellence. Our school believes that the teaching and learning of reading is integral for children to access the whole of the National Curriculum. We want to ensure that all children that attend our school build a love of reading, initially through robust, systematic teaching of phonics, alongside nurturing a culture and environment where children learn to read for pleasure and to support their wider learning. We do this through exposure to and engagement with a broad range of high-quality, challenging and exciting texts across curriculum subjects.

Vocabulary acquisition is a key aim: children at our school will develop this through exposure to these rich texts, embracing our rich and varied literary heritage, as well as through discussion. This then feeds into the children's vocabulary choices in writing tasks. The intent of our English curriculum is to for all children in our school to become readers and writers who feel inspired to write creatively, coherently and with purpose. We aim to provide the stepping-stones in grammar that build progressively, so that the children we teach can adapt their writing appropriately for genre, developing their voice as a writer, and with an awareness of the reader.

We value the importance of high-quality speaking and listening and our enriched curriculum provides a wealth of opportunities for children at our school to grow in confidence in speaking to a range of audiences and developing the skills to listen to others and agree and disagree well. We strive to immerse children in a wide range of experiences, which enhance their cultural capital whilst celebrating their individuality and our school's rich diversity.

### **Specific intent for Phonics at Christ Church**

Learning to read is the key to successfully accessing and making good progress in both the wider National Curriculum and in life beyond school and is therefore given the highest priority in our curriculum and school. Research shows that a systematic synthetic phonics (SSP) programme is the most effective teaching method for children to achieve early success in reading (and writing), giving them a sense of confidence and achievement and supporting further progress towards reading fluency. At Christ Church, our daily fast-paced phonics sessions throughout Reception and KS1 follow the Little Wandle Letters and Sounds Revised systematic synthetic phonics programme, developing children's phonics skills quickly, and including plenty of opportunities for repeated practice to embed learning quickly.

Our phonics teaching starts as soon as children enter Reception and builds progressively from phase to phase with key milestones and half termly assessments. Decodable practice books, which read in school and at home, and the carefully-planned support provided for parents are both closely matched to children's phonics abilities. There are equally high expectations of reading development for all children, including those with varying levels of nursery experience, those with SEN, disadvantaged pupils, those learning English as an additional language and those who are younger in the cohort.

The intent of our phonics and early reading curriculum, including 1:1 reading time at school, is to develop all children's early reading skills quickly, supporting decoding, comprehension and prosody and ensuring that all

children are fluent and confident readers as they enter the wider curriculum demands of KS2. The development of reading skill, fluency and enjoyment is supported by teaching in all other areas of the curriculum and throughout the school day.

### **Aims of English within the Primary National Curriculum**

The National Curriculum for English aims to ensure that all pupils

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, both for 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

*(National Curriculum 2013)*

### **The Curriculum**

All pupils are taught the content and skills as set out in the Early Years Foundation Stage (EYFS) document (in particular the Communication and Language and Literacy areas of learning) and then the programmes of study in the National Curriculum.

Our English 'curriculum pack' includes

- our overview of speaking and listening teaching, learning and opportunities at Christ Church
- our skills progression for vocabulary, grammar and punctuation detailing specific skills to be taught from Reception to Year 6
- our overview of how spelling is taught progressively throughout the school
- an overview of the focus text types/genres covered in each year group and how these build on and towards content covered in other year groups
- plans for each text type setting out in which year group specific text features and related grammar learning is first taught or revisited and built on

Our Phonics 'curriculum pack' includes

- our phonics progression document setting out
  - when specific GPCs and tricky and decodable words are introduced
  - assessment processes and expected milestones
  - interventions for pupils not meeting expected milestones
  - parent support and information

### **Additional information specific to English**

#### **Resources, teaching and continuing professional development**

The school holds a wide range of resources to support the teaching of English, including class sets of dictionaries and thesauruses, engaging and updated book corners in all classrooms, a large number of home reading books matched to different phonics abilities and a well-stocked library filled with information and fiction books.

English across the school is planned and taught by class teachers.

The English Subject leader (and other relevant staff members) attend appropriate training and/or networks for the subject area. Training is then shared with other staff through staff meetings or team teaching. All teaching staff participate in moderation both within the school and with other local schools.

**Enrichment: Wider Opportunities**

The school provides a range of wider opportunities to enrich the English curriculum provided in the classroom, for example:

- trips to performances and debates (recent trips have included the Little Angel Theatre, The Globe Theatre, Regent's Park Open Air Theatre and the Camden School Council debates)
- visitors and workshops in school to supplement the English curriculum, including twice yearly performances by the Young Shakespeare Company, regular drama workshops in all classes and opportunities to prepare and ask questions of visitors to school
- visiting authors to engage and excite children about texts and share with children what it is like to be an author
- opportunities for children to develop their speaking and listening skills in different contexts, including assemblies, debates, performances and presentations
- opportunities for vocabulary development woven into the school day and routine, and across all curriculum areas, including through the reading of class books in all year groups
- an annual creative writing competition for all pupils with opportunities to publish and share their work with peers, parents and governors
- cross-curricular opportunities where English skills are applied and incorporated into learning across the curriculum

**Review**

This statement will be reviewed by the school's English Subject Leader every three years to ensure that it is a reflection of current best practice.