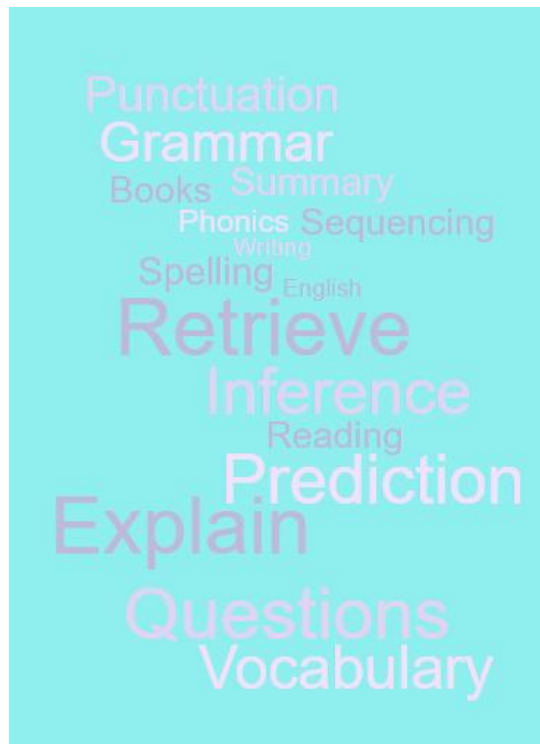




Tillington Manor Primary School

English Curriculum



Tillington Manor
PRIMARY SCHOOL

Working TOGETHER to achieve the best!

Updated September 2022



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Tillington Manor Primary English Curriculum



Our School Vision

Our mission is to work together to allow children to become successful learners in a happy and caring environment where they can flourish to develop to their full potential.

Our vision is to prepare our children for the rapidly changing world through a stimulating environment where all achievements are limitless. We are an inclusive school that endeavours to be at the very core of our local community. We work exceptionally hard to embed a culture of achievement and instil a sense of pride in our school and in every single child.

Our Values

Our school's core values are:





The Aims of our English Curriculum

Our aim is to provide a broad and balanced curriculum where our pupils develop their abilities to read, write and speak clearly. Our pupils will:

- Have the confidence to produce high quality writing using precise grammar and punctuation through their application of knowledge and skills.
- Have the ability to use their powers of imagination to write creatively through enjoyment and enthusiasm.
- Show an awareness of the audience and the need to write for a purpose.
- Have a love for reading and a broad knowledge of books they can chose to read for enjoyment.
- Be reading by age 6 where they can apply their knowledge of letter and sound correspondence.
- The ability to read fluently with good understanding and stamina.
- An interest in words and their meaning to acquire wider vocabulary.
- Experience a range of text types and genres, across different contexts to develop their understanding.
- Have good listening skills.
- Use legible cursive handwriting
- Develop knowledge and understanding of the vast English language and the spelling patterns.

Our English curriculum is split into 3 main areas:

- Reading and Phonics
- Writing including grammar and punctuation
- Spelling

We teach these core skills through our English, phonics and whole class reading lessons but our ethos for English is promoted throughout the curriculum.



National Curriculum



The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The National Curriculum states:

Spoken language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. 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.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.



Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.



Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops pupils' competence in these 2 dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.



Assessment

Reading

To check on children's reading progress, they will undertake a termly NFER assessment paper from the end of Year 1. The results are then tracked to check on children's reading comprehension progress.

Read Write Inc. assessments are undertaken every 10 weeks to monitor children's progress through the Read Write Inc. phonics programme. Children are then regrouped upon the outcome of these assessments.

STAR tests are used to assess children on the Accelerated Reader programme.

These take place 4 times a year (a baseline in September then carried out termly). Reading ages and Zones of Proximal Development are generated from the STAR test results.

Writing

Children are assessed in an ongoing manner in writing. Writing is checked against the skills list for their year group. Teachers will take extended, independent pieces of writing and identify the skills that have been used. An evidence base is built up over the year and teachers can check for skills across various pieces of writing.

Grammar, Punctuation and Spelling

Children in KS2 (Y3 – Y6) will undertake termly NFER assessment papers to check on their progress in relation to grammar, punctuation and spelling.

Statutory Assessment

Children in Year 2 and Year 6 will undertake SATs in line with government guidance.

Children in Year 1 undertake the phonics screening check.

Children in Reception complete the Baseline Assessment.



Reading

At Tillington Manor Primary School, we are committed to ensuring that all children learn to read so we begin this journey at the earliest stage when they join our school. We want our children to develop a love of reading that will last a lifetime.

Our Reading Curriculum

We teach children to read using the Read Write Inc. Phonics programme, which supports children to develop their ability to decode and, as they become more confident readers, to develop their reading comprehension skills, which are then developed across school. It enables every child to become a confident and fluent reader by focusing on sounds and words at a child's own level, regardless of their age.

We understand that the ability to read allows access to the whole curriculum. At Tillington Manor, we use the Read Write Inc. programme to support the teaching of phonics and Early reading. It enables every child to become a confident and fluent reader by focusing on sounds and words at a child's own level, regardless of their age.

Once children complete the Read Write Inc. Phonics programme, they move onto whole class reading sessions. These sessions are built around high quality texts and teach children core reading skills: vocabulary, inference, prediction, explain, retrieval and sequencing/summarising. These skills are taught through a reading journey where children have the opportunity to practise and apply skills so they can confidently answer questions about and discuss texts. Children are exposed to fiction, non-fiction and poetry across reading cycles to give them a wide reading base and broaden their literary experiences.

In addition to reading within school, all children take a reading book home with them that is at their decodable and comprehension level. In EYFS and KS1 this is based on children's RWI assessments which show the level of book they should be able to access whilst being appropriately challenged. In upper KS1 and KS2, children access the Accelerated Reader Programme where they are given a ZPD (zone of proximal development) based on their score achieved in the STAR test (taken at 4 points over the course of a school year). Children



take quizzes once they have read a book to ensure texts have been read properly and develop understanding.

Intent	<p>Children will:</p> <ul style="list-style-type: none">• Develop a love of reading.• Become fluent readers with good levels of comprehension.• Discuss ideas confidently.• Develop their vocabulary.• Take pride in the work they produce.• Have confidence in answering a variety of questions across different text types.• Have high expectations placed upon them.
Implementation	<p>Children will:</p> <ul style="list-style-type: none">• Access the RWI Phonics programme in EYFS and KS1.• Access intervention if there are gaps in their phonics (EYFS and KS1).• Follow a reading journey where they will practise and apply the reading VIPERS (vocabulary, inference, prediction, explain, retrieval, sequencing/summary).• Be assessed regularly through VIPERS assessments and receive feedback to close gaps.• Be immersed in different texts types of high quality (fiction, non-fiction and poetry).• Complete STAR tests through the Accelerated Reader Programme 4 times a year to check on progress and match home reading books to their comprehension level.• Be assessed every 10 weeks in RWI to ensure groupings are accurate and to check on progress.• Take part in whole school events like National Poetry Day and World Book Day.• Read for pleasure regularly (class readers/DEAR time).• Read across the curriculum to practise and apply their skills across different contexts/subjects.

	<ul style="list-style-type: none"> • Be heard reading by an adult (some children will be heard multiple times over a week).
Impact	<p>Children will:</p> <ul style="list-style-type: none"> • Be enthusiastic readers who are confident to take risks in their reading. • Outcomes across reading journeys will improve, with more children answering most questions in VIPERS assessments correctly. • Make progress from their individual starting points, with a greater % reaching ARE (and an increased % at GDS). • Most children will pass the phonics screening check (or make progress from their starting point). • Those children with SEND will become more fluent and confident in their reading.

Reading for Pleasure

In addition to the Reading curriculum, we aim to promote reading for pleasure so we can foster positive attitudes and experiences in relation to children's reading. This takes place in a number of ways: story swaps, DEAR (drop everything and read) time, story time, book suitcases for lunchtime and reading challenges. Also, all children visit our school Reading Den for a weekly session and journaling activities take place.



Writing

Our Writing Curriculum

Writing is taught through a 'writing cycle'. During a writing cycle a specific text type is focussed on. There are 5 main things covered during the writing cycle:

- 1) Hook
- 2) Text type
- 3) Teaching of skills
- 4) Writing outcome
- 5) Publishing

Over the course of a year, children will access high quality texts to stimulate and inspire their writing. Children also work on text types across fiction, non-fiction and poetry. A key feature of any writing cycle is to build children's vocabulary so they can use it in their writing. Children also have the opportunity to discuss ideas with their peers and adults. Teachers provide opportunity for children to develop their knowledge of grammar, punctuation and spelling through writing units.

A progression map has been put in place to ensure children's knowledge and skills develop as they move through school. This covers fiction, non-fiction and poetry. The progression also allows staff to check on what children have previously studied. Each year group has a checklist of skills that need to be covered over the year. These skills are assessed against to determine whether a child has met Age Related Expectations (ARE). In light of the Covid-19 pandemic, any gaps have been identified and shared with teachers.

Children at Tillington Manor Primary School are encouraged to write across the curriculum, ensuring standard English is used. This application across subjects and contexts builds more confident writers. In addition, we are keen to promote writing for pleasure. As part of this, Tillington Manor Primary School engages with the Talk:Write programme where children are introduced to a 'Suave word of the Week', complete activities around this then complete an independent piece of writing. This occurs most weeks.

Intent	<p>Children will:</p> <ul style="list-style-type: none"> • Develop a love of writing. • Become confident writers who can articulate their ideas coherently. • Discuss ideas confidently. • Develop their vocabulary. • Take pride in the work they produce. • Have confidence in writing a variety of text types (fiction, non-fiction and poetry) • Have high expectations placed upon them.
Implementation	<p>Children will:</p> <ul style="list-style-type: none"> • Follow a writing cycle where they will practise and apply a range of writing skills linked to their year group. • Use paired/group discussion to formulate ideas. • Have access to modelling (I do, we do, you do) to build their confidence and ideas. • Be assessed regularly through the use of Success Criteria in extended writing opportunities with areas for development identified. • Use the process of editing to ensure writing is of the best standard/quality • Be assessed formally termly to check on progress. • Be immersed in different texts types of high quality (fiction, non-fiction and poetry). • Take part in whole school events like National Poetry Day and World Book Day. • Write across the curriculum to practise and apply their skills across different contexts/subjects. • Take part in Talk:Write to write for pleasure
Impact	<p>Children will:</p> <ul style="list-style-type: none"> • Be enthusiastic writers who are confident to take risks in their writing. • Outcomes across writing cycles will improve, with more children applying taught skills in independent writing.

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| | <ul style="list-style-type: none">• Make progress from their individual starting points, with a greater % reaching ARE (and an increased % at GDS).• Those children with SEND will become more accurate and confident in their writing (including punctuation). |
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Handwriting and Spelling

Handwriting and Spelling at Tillington Manor Primary School

At Tillington Manor Primary School we use the Oxford Owl handwriting scheme. Once a week, children will take part in a taught handwriting session. Feedback is given by adults during the session and misconceptions are addressed. The skills children develop should then applied to any other writing they do.

Spelling is taught in 4 short sessions across a week. The spelling rules and words from the National Curriculum are used. In classrooms, common exceptions words are displayed so children can access them at all times. Spelling homework is set to allow a reviewing opportunity of taught words. Additionally, staff check to see if children apply these spelling into their other writing opportunities, as well as spelling tests. Half termly children are assessed against a specified word list to check on progress (Y1 and Y2 common exception words and the Year 3/4 and 5/6 word lists from the National Curriculum).

Oracy

What does oracy look like at Tillington Manor Primary School?

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a vital tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them.

The four strands of Speaking and Listening are: Speaking, Listening, Group Discussion and Drama. Interactive teaching styles are used to raise standards in reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. At Tillington Manor Primary School, we promote oracy through our use of talk partners, my turn your turn (MTYT) and group work.

Through Talk:Write, children have the opportunity to discuss words and come up with sentences verbally prior to writing them. This is done in partners or groups.



Inclusion and SEND

We aim to provide a curriculum so all children achieve as highly as they can in English according to their abilities and needs. We make adjustments to ensure the curriculum is inclusive for all to access. We want all children to reach their full potential. Children who are not making sufficient progress are identified and made known to the SENCO.

Teaching and learning ensures that all children are set suitable learning challenges, including those who are under achieving and gifted and talented. We make every effort to overcome potential barriers for individuals and groups of children.

Children with EAL are supported in their use of English and will be given opportunities to use their home language to assist their learning whilst developing their understanding of the English language.