

## CURRICULUM INTENT: ENGLISH

<p>Intent:</p> <p>WHY TEACH ENGLISH?</p>	<ul style="list-style-type: none"> <li>• The intent of the delivery of English at Moorgate is designed to support children in developing the fundamental skills of reading and writing. This will prepare them for future success within the wider world.</li> <li>• The teaching of English is designed to address the potential barriers identified within the Curriculum Intent Statement with particular reference to:             <ul style="list-style-type: none"> <li>- Low expectations and aspirations</li> <li>- Vocabulary and poor communication skills</li> <li>- English as an Additional Language</li> <li>- Limited parenting skills and parental support</li> </ul> </li> <li>• Through the teaching of reading children will be inspired by vocabulary and develop greater communication skills, which is reflected within Moorgate’s curriculum intent.</li> <li>• The teaching of writing through a text base approach will provide children the opportunity to explore the world further than their own town, thus developing aspirations children may have.</li> <li>• All children, regardless of their starting point, will access an age-related curriculum.</li> </ul>
<p>Implementation:</p> <p>THE MOORGATE APPROACH</p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Within the Early Years Foundation Stage to Year 1, children are taught a systematic synthetic approach to develop their phonetical knowledge, using the Floppy’s Phonics Scheme.</li> <li>• Year 2 children, whom did not sit their phonics screening in Year 1, will be taught half a term of phonics to ensure catch-up.</li> <li>• From Key Stage One through to Key Stage Two, reading lessons follow a ‘whole text’ approach.</li> <li>• Resourcing of reading will be paramount where 15 copies of an age appropriate text will be supplied to each class, which teachers are to plan from.</li> <li>• Through Medium Term Planning, teachers are to take into account the required coverage of content domains in relation to National Curriculum objectives.</li> <li>• When planning weekly, teachers will include the following lessons: ‘Book Talk Monday’, which is aimed to inspire children and introduce new vocabulary; three days focusing on a single content domain, where teachers approach different reading techniques, ensure solidarity of understanding; and ‘Focus Friday’, which consists of developing understanding of answering test styled questions based on the focused domain.</li> <li>• Children will be sent home books that follow the Oxford Reading Tree book banding. All books throughout EYFS and Year 1 will be phonetically decodable.</li> <li>• To develop children’s word recognition children are provided with book banded appropriate books. These are assessed using the PM Benchmarking Kit. When children have progressed through all the book bands, they will be provided texts, which are age appropriate.</li> </ul>

- Children will be expected to read at home with an adult regularly, returning their reading records signed, which will be looked at by an adult in school.
- Although each child will read with the class teacher, on their book-banded level, teachers will take in to consideration children whom are receiving a lack of parental support at home and will address this within school.
- Our Reading curriculum provides children with the opportunity to develop their ability to read along with provide children a range of skills to decode the meaning texts.

#### Spelling

- Within the Early Years Foundation Stage to Year 1, children are taught the systematic synthetics approach to develop their phonetical knowledge.
- Year 2 children, whom did not sit their phonics screening in Year 1, will be taught half a term of phonics to ensure catch-up before moving onto Spelling lessons.
- From Year Two through to Key Stage Two, teachers are to plan using the No-Nonsense Spelling scheme.
- Within Long Term Planning, teachers will identify the spelling rules/words that need to be taught within the year to ensure children are taught what was missed within summer term.
- Over a 2 year period, children within split classes will be exposed to all objectives within the curriculum.
- Through Medium Term Planning, teachers will identify spelling strategies to be taught based on National Curriculum objectives.
- Spelling lessons will last 20 minutes 3 times a week. The lesson structure follows: one lesson where children are taught common exception words; two lessons focused upon a spelling rule. On the additional two days, children focus on punctuation.
- Within Spelling Lesson planning, teachers will identify an 'oral, read, write' approach to develop an understanding of new words.
- Children will be supplied weekly homework based on their spelling focus for that week using Spelling Shed.
- Within every classroom, ladybirds 'phonics' that are used for children to refer to; this ensures consistency across the school.

#### Writing

- Through Long Term Planning, teachers ensure that children are being provided with the opportunity to write a range of genres.
- As part of our catch up curriculum, within Long Term Planning, objectives, which were missed in the Summer Term, have been identified to ensure children are taught these.
- During Mid Term Planning, teachers will reflect upon the current needs of the children to address gaps in knowledge.
- Lessons will follow a text based approach, where children will write genres according to what they have read. Children will be focusing each genre for 2-3 weeks, whereby at the end they have produced their own piece of writing.
- Within a sequence of lessons children will learn appropriate grammar for the selected genre. This will ensure that children are given a context to their writing.
- Punctuation lessons last 20 minutes alternating from 2 to 3 times a week, where children will develop understanding of the punctuation

	they are expected to understand by the end of key stage. This is then applied within writing lessons.
Impact  HOW IS IT MEASURED?	<ul style="list-style-type: none"> <li>• It is paramount that the English curriculum directly addresses the barriers with Moorgate’s curriculum intent. Therefore, when evaluating success, this will be a feature.</li> <li>• More children will achieve age related expectations in Reading and Writing at the end of their cohort year. (Teacher Assessments, justified by results from PIRA and GAPS results, are to be completed termly.)</li> <li>• Children will retain knowledge about different genres and will apply this knowledge to writing in Topic books.</li> <li>• Children will understand what being a reader is. (Children’s reading books/PIRA/Benchmarking tracking/Reading logs)</li> </ul>