



Trevisker School Curriculum Overview for English

Subject Lead: Collene Thorpe

Rationale

Our whole school ethos is reflected in our motto 'Friendship and Respect, Learn for Life'. At Trevisker we have an engaging, meaningful and thematic English curriculum with thoughtfully planned speaking, listening, reading and writing opportunities. High quality texts with rich and ambitious vocabulary are at the heart of all our teaching and learning. These link to an over-arching theme and this promotes high engagement, a love of reading and quality writing across the curriculum.

Planning

Across the school, we use the National Curriculum as a basis for planning and every opportunity is taken to include high quality speaking, listening, reading and writing experiences across the curriculum. Subject leads complete an overview of themes and experiences in English across the school to ensure that the age-related requirements are fulfilled, to identify where knowledge is revisited and built upon and to ensure a clear progression of knowledge and skills. Teachers complete medium term and weekly planning for English, which includes the teaching of Phonics, Spelling, Grammar and Punctuation (SPaG).

Delivery

We strive to keep up to date with recommended resources and schemes to support and enhance teaching and learning. At Trevisker, we use Read, Write Inc for the teaching of Phonics and the Talk for Writing approach and/or the editing process in most English lessons. Spelling Shed and the Spelling and Grammar Bug online resources are also used to enhance learning. Lessons are question led and enquiry based with an overarching question as the learning objective. Success criteria can take on the form of learning choices or steps which involve the children in the learning process. The children are also involved in self and peer assessment using traffic lights and the Learning Line. Speaking and listening is a vital part of all lessons, as is

collaborative and partner work, and ambitious vocabulary is introduced, displayed and revisited.

Assessment

At Trevisker, we use formative assessment in English to move learning forward and inform our planning, teaching and learning. Teachers and pupils use the traffic light system to assess written work, stars and next step marking is also used. A marking dialogue is built up where older children are encouraged to respond and act on their next steps. Ongoing judgements are made through observations and questioning, quizzing, reading comprehension and writing moderation. The OTrack assessment system is used to input, monitor and track progress and attainment across the school and for different groups of children. Summative assessments take place in English at the start and end of EYFS, in the Phonics Screening Check in Y1 and in the end of Key Stage assessments in Y2 and Y6.

Monitoring and evaluation

Subject leadership time is provided for subject leads to monitor planning, teaching and learning, attend training, meet with colleagues and offer support. The school leadership team monitors this, and any outcomes inform the subject action plan and the priorities of the school improvement plan.

Connectivity – how it links to other subjects

Wherever possible and appropriate, connections are made between other subject areas and experiences to promote engagement and make learning as meaningful as possible for the children. The quality texts used in English lessons may be the stimulus for other curricular areas such as History, Geography, Science, Art and DT. Opportunities for speaking and listening, Oracy and also for sustained reading and writing are maximised in other curricular areas such as History, Science and RE, where the same expectations are in place.

Visits, visitors and extra-curricular activities

Experiential learning is at the heart of everything we do at Trevisker. As we move forward from the impact of Covid-19, we have resumed our trips and visitors into school to enhance our curriculum. These include residential experiences, museum visits and trips to historical or geographical sites linked to our topics, as well as use of our own extensive grounds. Experiential learning builds confidence and inspires children which, in turn, provides the best stimuli and purpose for non-fiction writing such as letters, reports and recounts as well as inspiring creative

writing. These experiences will always have a positive impact on the quality of children's spoken language/oracy as well as their writing.

EYFS

English is an integral part of learning and development in EYFS and these early literacy experiences lay the foundations for all future learning. Throughout Reception, children will be encouraged to listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, whilst engaged in another activity. Children will learn to follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Children will have opportunities to express themselves effectively, showing awareness of listeners' needs. They learn to use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Through our thematic curriculum they learn to develop their own narratives and explanations by connecting ideas or events.

The Read Write Inc programme is used from the very start of Reception, through which children begin to read and understand words, phrases and simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also learn to read some common irregular words and begin to demonstrate understanding when talking with others about what they have read.

From the start, children learn to use their phonic knowledge to write words in ways which match their spoken sounds. They begin to write some irregular common words and simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Use of ICT

To enhance teaching and learning in English, we use online materials such as Spelling Shed and Spelling and Grammar Bug for all Y2 and KS2 pupils. For pupils who need additional targeted support in reading and spelling, we use the Nessy programme. Every classroom has a Smart TV linked to class-based devices which are used for presenting lesson content, sharing text and enriching literacy experiences for example using film clips. The use of iPads and laptops is carefully timetabled to ensure that each class regularly accesses a range of platforms to enhance learning, facilitate research and provide a rich variety of online reading and writing experiences in our English lessons.

Staff Professional Development (CPD)

There is a strong focus on Reading and Writing this academic year. All staff will be involved in curriculum development in order to enhance teaching and learning in these areas and increase pedagogy through professional growth plans. Training courses are provided both within the Trust and wider in order to keep us up to date with new guidance, resources and ideas.

Budget

The English budget is managed by the SLT along with the subject lead and the Local Governing Board. Spending is focused on enabling successful delivery and resourcing of the subject and fulfilling the subject action plan, in line with the School Improvement Plan.

Governance

At Trevisker, LGB members meet with the subject lead and/or the SLT to review action plans and agree focus points for discussion and for learning walks around the school. The subject lead will compile a presentation to update the LGB on how the different areas of English are developing and improving across the school.