



Intent

At Pye Green Academy, we believe that our English curriculum prepares all pupils to lead an enriched, fulfilling life by teaching the skills they need to communicate effectively and confidently with others, using the spoken and written word. We ensure our learning opportunities enable pupils to develop a love of reading, writing and verbal communication. The teaching and learning of English is a high priority for our school and developing skills in English enables pupils to successfully access all areas of the curriculum.

Throughout school, we follow the National Curriculum and have tailored our school curriculum to meet the needs of all our learners. Regardless of their background, individual needs or ability, we ensure our pupils are inspired and supported with their learning.

- We encourage pupils to read for pleasure, having access to a wide range of text types, genres and authors in order for them to make informed opinions about their preferences
- We ensure all pupils can read and develop their comprehension skills
- We expose our children to a wide range of vocabulary so that they are able to decipher new words and use them when speaking both formally and informally
- We develop a love of language where pupils are curious about the vocabulary they meet
- We support pupils to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- We ensure pupils are able to write with grammatical accuracy, by applying spelling patterns, grammar skills and using a legible handwriting style
- We believe that English skills are crucial to a high quality education and enabling pupils to access the wider curriculum

Implementation

Phonics

We teach phonics using the Read, Write, Inc. phonics program in our Early Years and Key Stage 1 classrooms. Our approach is systematic, consistent and rigorous and provides pupils with the building blocks for reading, spelling and writing.

English Lessons

All lessons are planned using the National Curriculum objectives. Year groups have a yearly overview of the writing genres (narrative, non-fiction and poetry) that they will teach. These have been planned to ensure the correct coverage of key genres, as well as building on skills from year to year.

Whole Class Reading

Our Whole Class Reading lessons focus on the teaching of reading. Using short stories and extracts, we explore texts in detail focusing on vocabulary and comprehension. Every half term, we expose pupils to fiction, non-fiction and poetry. Pupils are taught the reading skills using VIPERS: vocabulary, inference, prediction, explain, retrieve and sequence/summary.

Class Texts

At the end of each day, we prioritise reading for pleasure and share a class text. The texts have been carefully selected, taking into account pupils' interests, Lexile, Accelerated Reader levels and themes from

the wider curriculum. Staff model fluency and expression when reading aloud and engage pupils in high quality texts.

Home Reading Books

All pupils have access to home reading books which are matched to their ability. Pupils are encouraged to select their own reading book from a range of high quality texts. In Early Years and Year 1, book bands are matched to the pupils' phonic ability. In Year 2 to Year 6, pupils select their books using information provided by Accelerated Reader and teacher assessments.

Accelerated Reader

From Year 2, pupils use Accelerated Reader alongside their home reading books. After completing a STAR reading test, pupils are provided with a reading level. In discussion with the teacher, pupils select their home reading book in line with their reading level. Once the book has been completed, pupils take an online quiz to assess their comprehension. Throughout school, staff monitor pupils' word count and quiz accuracy.

Handwriting

In Early Years, we teach pre-cursive letter formation to all pupils. Pupils continue to use pre-cursive until they explore the cursive joins in Year 2. Throughout Key Stage 2, pupils are expected to use cursive letter formation. Pupils can achieve a 'pen license' when their handwriting is consistent and letters are joined accurately.

Grammar and Punctuation

Throughout school, there is an expectation that grammar skills are consistently modelled by all staff. Skills are taught during shared writing; focus GPS lessons; or during English starter activities. To ensure progression in grammar skills, staff plan using our grammar progression document.

Spelling

Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Pupils also use spelling booklets from The Willows to practise spelling independently. The word lists for Year 3/4 and Year 5/6 are high priority for pupils in Key Stage 2.

Marking and Feedback

Pupils receive frequent feedback in line with our whole school policy. Feedback celebrates successes and identifies key skills for development.

Targeted Interventions

Using frequent teacher assessments, staff identify pupils who need additional support. Targeted interventions are carefully planned and monitored to provide pupils with the support they need in order to consolidate their skills and apply them independently.

Impact

The impact of our English curriculum is shown through pupils' engagement, progress, sustained learning and transferrable skills. Pupils develop a wide variety of knowledge and skills and, as a result, achieve their potential. The majority of our pupils achieve Age Related Expectations (ARE) for their year group; some progress further and achieve Greater Depth (GDS). We ensure pupils have the opportunity to progress from their personal starting points and provide appropriate support and intervention for those who have gaps in their knowledge and skills.