



English at Shaw School Vision Statement



At Shaw CE School, we believe that literacy and communication are keys which open doors of opportunity for all. These fundamental skills enable children to have access to limitless experiences, to communicate effectively with others, and to explore their feelings, experiences and ideas.

Through our English curriculum, we help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language, and allow them to become lifelong learners. Our creative, cross-curricular approach provides further opportunity for children to apply and embed this knowledge and key skills to other curricular areas. We want children to enjoy and appreciate literature and its rich variety; we achieve this through the use of quality children's texts, books and topics that inspire and excite our young readers and writers. We are proud of our extensive library: it's calm and inviting and is well-stocked with a wealth of books to appeal to all young readers.

Curriculum Intent

We aim for all pupils to achieve the following:

- read easily, fluently and with good understanding
- develop a positive relationship with the written word, and enjoy reading for both pleasure and information
- acquire a wide vocabulary, and be confident with how and when to apply the array of grammar and linguistic conventions for reading, writing and speaking
- write clearly, accurately and coherently about texts and experiences, and understand how to adapt the language and style to fit a range of contexts, purpose and audiences
- articulate, elaborate and explain clearly across all aspects of learning
- speak and listen competently to enable them to present, demonstrate and debate well

Curriculum Implementation

Reading		Writing/Literacy
FS2 – 1:1 teaching of reading, progressing to small group and whole class Y1 – whole class teaching, with 1:1 and small group as needed.	Y2/KS2 – Whole class reading (equiv 60-75min per week) & 1:1 where appropriate	FS2 – 1:1 and small group for focused teaching, moving towards whole class writing to practice skills Y1-Y6 - 45-60 minutes every day
3 Phase Planning for writing – generally over 15 days (this can vary)		
Immersion/context building Text analysis/authorial intent Vocabulary acquisition (Word Aware) Comprehension		Skills development Application of skills Main writing outcome
Phonics/Spelling		
FS2/KS1 – 15-40 minutes daily		KS2 – 45-60 minutes per week

Reading

Our reading scheme (Bug Club) provides quality and variety. It achieves clear progression through organisation into book bands, and is supported with appropriate assessment materials to ensure children progress well.

Key words (high frequency and common exception words) are taught and practised in school and shared with home.

In addition, quality age-appropriate texts are selected to teach and enhance reading and inspire children to be life-long readers. These often link to writing and/or learning in foundation subjects (class topic) to support children in making connections. Skills are developed using Ed Shed VIPERS to unpick and explore the texts.

The teaching of reading at Shaw takes into account the following:

- Reading for pleasure
- The mechanics of reading
- Reading for understanding
- Reading as writers

Reading for pleasure is developed further through regular visits to our school library, listening to stories and books read by adults and other children, involvement in the annual Summer Reading Challenge, book fairs, and whole school reading events.

Progression is achieved through use of the South Gloucestershire document, Age Related Expectations: Reading, Materials to support assessment of reading in the new curriculum. These age-related expectations (AREs) are used to plan the teaching of reading and to support teachers in making decisions about where pupils are in relation to national expectations.

Vocabulary acquisition is an important aspect of our curriculum. See separate document on our approach in this area – Word Aware.

Writing/Literacy

Again, quality age-appropriate texts are used to teach writing and build on children's understanding of the writing process and themselves as writers.

Progression is achieved through use of the Integra document, Primary Writing Assessment – All year groups. We adopt a 'Phased Planning' approach which incorporates skills and knowledge development, application of learnt skills and knowledge and the production of a main unit outcome. Objectives are drawn from this document to build on prior knowledge and ensure that children develop well as writers. Through the phased writing approach, working walls are used as a visual prompt to aid the children's independence and growth as writers. Children are taught to be real writers: they use 'purple pens' to edit and revise their own work in relation to their current and prior learning.

We use a progressive set of 'non-negotiables' to ensure that writing across the curriculum meets year group AREs.

Phonics/Spelling

Phonics Bug is the approved scheme we use for the teaching of phonics. It ensures that children master the necessary sounds, keywords and reading skills to achieve the age-related benchmarks (book band colour) at appropriately mapped out time points. We use the Filton Avenue Spelling Scheme in year 2 to year 6. It is a progressive programme which provides opportunities to revisit previously taught knowledge and skills, apply newly acquired understanding and learn about the etymology of words.