

English

Intention- What do we want the children to know?

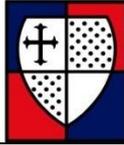
At Belsay we believe that a quality English curriculum should foster and develop our young people's love of reading, writing, discussion and debate. We aim to inspire an appreciation of the written word through: reading; songs; poems; articles; novels; and non-fiction texts, and to develop pupils socially, emotionally, culturally, intellectually and spiritually. We acknowledge that our young people come with a range of experiences in English as a subject and so recognise the importance of building confidence through speaking and listening, giving pupils the opportunity to voice their ideas and opinions before committing these to the page. Communication is central to the overall aim of the school and English is one of many opportunities in which pupils are given the chance to be heard. We believe that pupils need to develop a secure knowledge-base in Literacy and deliver this through discrete sessions to become confident in aspects of: phonics; reading; spelling; grammar; composition; comprehension and Speaking and Listening.

Implementation- What will this look like in school?

Belsay School has focus on Literacy as this influences access to all areas of the curriculum and life experiences. We identify across all years groups of children who need extra support with aspects of Literacy and teachers adjust their practice to meet these needs by targeted intervention within lessons.

In a typical Literacy lesson at Belsay you will see:

- Mixed or similar ability groupings depending on the Literacy aspect
- Teacher targeted groupings for support or challenge, as necessary
- A focus on quality texts to deliver Literacy sessions with teachers planning individual lessons that allow for depth and breadth through a variety of activities and experiences
- Teachers model speaking, listening, reading and writing across all years
- Addressing misconceptions early and ensuring children are being taught the appropriate next steps – depth over pace
- Enabling pupils to explore a range of concepts related to real life, philosophical questions, cultural and social situations. This will be done through diverse texts, media coverage of current affairs and discussion
- A positive speaking, reading and writing culture in school, where all aspects of Literacy are promoted and enjoyed
- For younger pupils we follow the Read Write Inc approach to teaching Reading, Phonics, and letter formation, supplemented with additional reading materials. Our approach is systematic, consistent and rigorous in order that all children become readers as quickly as possible
- Writing is assessed continually and consistently throughout the year, with 'Cold Writes' (totally independently completed) each term. Writing, including handwriting, is expected to be consistent across all subjects and not just in Literacy work. Pen licenses are awarded when children are proficient in handwriting and begin to use pens in all their work
- To support Listening and Storytelling, each class has a designated story time each day, to experience, without interruption a variety of age appropriate texts
- Grammar will be modelled and used correctly by adults in school and spelling and grammar sessions take place in every class. Differentiated spellings are learnt each week for Y1-6



Impact- How will we know we have made a difference?

We know our children are achieving because:

- There is a love of English in school from pupils and staff
- We show a positive learning culture
- There is a coherent journey; building on prior knowledge (evidenced through books, planning, discussions with children and professional dialogue)
- Children have a willingness to 'have a go.'

If learners need support, we have these systems in place:

- Targeted teacher input during lessons
- Intervention by support staff on a needs basis- short term or long term
- Specific intervention programmes may be used
- Children can self-identify where they need support or challenge and make their own choices

By the time pupils leave Belsay they will have read a variety of different texts; both fiction and non-fiction. They will also be fluent readers, confident writers and should be able to clearly express their opinion on a range of topics.

Ultimately, the impact of our English curriculum will see our learners leave to go to the next phase of their education with the skills and attributes to allow them to thrive.