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## English Curriculum

### Curriculum Overview

At APPS, we are passionate about our creative and innovative English curriculum. English is the key to accessing all areas of learning; therefore, we aim for all of our children to leave us with a love of the English language, good vocabulary acquisition and the ability to communicate effectively both verbally and in the written word.

We have worked hard to ensure that our English curriculum reflects our diverse community, whilst also providing our children with the opportunity to experience work from our rich literary heritage. Our curriculum places quality texts at its core. Throughout their time at APPS, children are introduced to a range of authors, forms, styles and text types, in order to broaden their skills and ignite their interests within the world of English.

We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school.

We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

### Curriculum Intent

#### Reading

Our aim at APPS is to create a 'buzz' around reading. We work hard to ensure we have an active reading community where our children are inspired and engaged by their reading lessons and teachers are actively recommending books and modelling key reading behaviours.

The teaching of reading, both the technical aspects of decoding language and the opportunity for pupils to develop a love of literature is one of the most important aspects of school life here at APPS.

#### Writing

Children explore literary texts and experience the works of numerous significant authors as they move through the school. Using these texts as a starting point, children engage in a wide variety of writing tasks, with grammar, spelling and punctuation objectives being taught in context within the books studied. We place great importance on handwriting and presentation encouraging our children to take a responsible and conscientious attitude to all written work.

We want our young writers to master the English language with a strong control of grammar and punctuation but also a rich, imaginative bank of vocabulary. With these skills and experiences, we believe they can thrive as the authors, poets and journalists of tomorrow.

Our curriculum provides our children with a range of opportunities to:

- Write for real or creative purposes and audiences;
- develop their own writing style and express their imaginative thoughts;
- develop cohesion and accuracy within their writing through their awareness of the craft of the English language;



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	<ul style="list-style-type: none"><li>• re-read and make improvements to their work by understanding that successful writing is a continuous process of drafting and editing;</li><li>• improve their motor skills to be able to write with increasing legibility and fluency.</li></ul> <p><b><u>Speaking and Listening</u></b> At APPS, we value the need to listen to others with compassion and understanding. We aim for our children to be confident public speakers who also have the ability to listen with focus. We plan frequent opportunities for our children to speak to wider audiences, be it to a group, a class or in assembly; we hold high expectations for all in terms of speaking with volume, clarity and confidence. Our chosen texts provide plentiful opportunities for the children to become confident with debate, drama and discussion using the issues raised through, and within, the text.</p> <p><b><u>Closing the Vocabulary Gap</u></b> Our aim is for our children to have strong word awareness. Etymology and morphology of words are explicitly taught through 'Word of the Week'. Academic vocabulary is taught clearly and is coherently planned throughout the curriculum. Teaching of technical tier 2 and 3 vocabulary teaching is encouraged, supported and assisted and prioritised through use of Knowledge Organisers. Targeted vocabulary instruction happens in every subject and vocabulary-rich stories are taught and enjoyed. Children are encouraged to break down and discuss words that arise in these books and in the wider curriculum. High quality academic talk is encouraged through the use of Turn and Talk/Think Pair Share strategies.</p>
<b>Curriculum Implementation</b>	<p>Through the use of the 'Literary Curriculum' we have mapped the coverage of the entire English Programme of Study for KS1 and KS2, as well as meeting the needs of the statutory (March 2017) Early Years Framework.</p> <p>High-quality books are used as the context for the requirements of the National Curriculum ensuring objectives for reading and writing have purpose. They offer opportunities for empathy and philosophical enquiry and develop written skills and spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text. Texts are regularly reviewed and adaptations made if necessary to ensure It is this constant drive to deepen understanding that underpins our curriculum.</p> <p><b>Introducing -&gt; Developing -&gt; Securing</b> – the cyclical Literary Curriculum ensures constant layering and opportunities for consolidation. Children are meeting a concept in different forms, embedded in diverse contexts and employing it in varying points of application. Children are provided with lots of revision of key principles with plenty of application points to challenge children to apply their learning in writing. Concepts are embedded in a writing experience that is authentic and purposeful.</p> <p>In many cases, objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. We believe strongly that children should be secure in applying the skills of the curriculum within their writing and their reading and that this approach is fully comprehensive. Writing opportunities are meaningful and the audience is clear.</p>



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	<p>Children moving key stage or phase and in the younger year groups are given a particular reinforcement of skills to ensure an understanding of key concepts before moving on. Children moving from Reception into Y1 and then into Y2 are given practical and authentic as possible learning experiences with lots of opportunity for role-play and drama to build into meaningful application points. Where needed, planning sequences are adapted, personalised and differentiated by teachers to ensure all access arrangements can be made to support children with curriculum requirements.</p> <p>High-quality stories and texts used in reading lessons are linked to consolidation of knowledge and understanding in other subjects. Lots of opportunities to share success via Pobble, celebration assemblies and the newsletter instil a sense of pride and accomplishment for work well done. Repeated reading of the same text or part of that text ensures children become increasingly familiar with high-frequency words, particularly those that are 'common exception' words where the phonics doesn't appear to work.</p>
<b>Curriculum Impact</b>	<p><b><u>Reading</u></b></p> <p>As we believe that reading is key to all learning, the impact of our reading curriculum goes beyond the result of statutory assessments. Children have the opportunity to enter the wide and varied magical worlds that reading opens up to them. As they develop their own interest in books, a deep love of literature across a range of genres cultures and styles is enhanced. Through the teaching of systematic phonics and reading enquiry, our aim is for children confident readers who read with fluency and automaticity and who can apply their knowledge and experience to a range of texts through the Key Stage 2 curriculum.</p> <p>As a Year 6 reader, transitioning into secondary school, we aspire that children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.</p> <p>In addition to this:</p> <p>Parents and carers will have a good understanding of how they can support reading at home, and contribute regularly to home-school records.</p> <p>The % of pupils working at age related expectations and above age related expectations within each year group will be at least in line with national averages and will match the ambitious targets of individual children.</p> <p>There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged)</p> <p><b><u>Writing</u></b></p> <p>Children will have a wealth of writing for different purposes and audiences in their English books.</p> <p>They will be confident with the writing process and have strategies and routines for producing successful, meaningful and accurate writing. They will leave with memories of the impact their published writing has had on their parents and on the school community.</p> <p>Children will leave us with a love of writing whether that is for personal reasons –sharing knowledge, as an act of reflection or record keeping or for economic reasons writing with authority and originality. Most importantly they will know how to write</p>



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purely for reasons of pleasure and recreation – feeling a sense of happiness and accomplishment in sharing their thoughts and ideas in the written word.

It is also our intention that that our implementation of research informed writing practices ensure our children achieve well in national assessments and in their future lives whatever path they choose to take.