

Intent

The curriculum intent for English is firmly rooted in our school desire to give all children strong foundations from which they may become **successful, independent learners for life** and is centred around our school values of **think, collaborate, persist**.

The overarching aim of English is to promote high standards of language and literacy by equipping pupils with a secure command of spoken and written language whilst developing a lifelong love of reading. Through exposure to high-quality literature and rich language experiences, pupils develop the knowledge, skills and vocabulary required to communicate effectively and flourish in a complex world.

Reading is at the heart of our curriculum. We are committed to ensuring every pupil becomes a fluent, confident and enthusiastic reader who can use reading to access learning across the curriculum and develop a lifelong appreciation of literature.

Our inclusive English curriculum celebrates equality, diversity and inclusion through carefully selected texts that reflect a broad range of cultures, experiences and perspectives. We aim for pupils to understand how language reflects society and how writers, readers and speakers are influenced by the world around them.

The English curriculum is carefully sequenced to ensure that knowledge, vocabulary and skills build progressively from the Early Years to Year 6. New learning is deliberately connected to prior learning so that pupils secure, apply and retain key knowledge over time.

The end points are defined by the National Curriculum. At Parklands, these have been broken down into progressive year-group expectations to ensure that knowledge, skills and vocabulary are taught in a logical sequence and revisited regularly to support long-term retention. The Literacy Counts Read to Write curriculum, Shared Reading progression and Extended Writing progression documents support teachers in delivering a coherent and ambitious English curriculum.

English aims to ensure that all pupils:

- read fluently and with good understanding
- develop a love of reading through exposure to a wide range of high-quality texts
- acquire and apply ambitious vocabulary
- understand and appreciate a rich and diverse literary heritage
- write effectively for a range of contexts, purposes and audiences
- develop confidence and competence in speaking and listening
- communicate effectively using standard English when appropriate
- apply their reading, writing and communication skills successfully across the wider curriculum

Implementation

Curriculum and Progression

- English is taught through the Literacy Counts Read to Write curriculum
- Weekly, pupils in KS2 also follow the school's own Extended Write curriculum.
- Learning is carefully sequenced to ensure pupils build knowledge, skills and understanding cumulatively over time.
- Teachers make explicit links between prior learning and new learning to strengthen understanding and retention
- The curriculum exposes pupils to an increasingly ambitious range of texts, language structures and writing forms as they progress through the school.

Reading

- Reading is prioritised across the school as the gateway to future learning.
- RWI Phonics is taught daily throughout EYFS and Key Stage 1 and continues into Key Stage 2 where required.
- Assessment is used to identify gaps in pupils' reading knowledge quickly, enabling timely intervention and support.
- Teachers explicitly teach word reading, fluency, vocabulary and comprehension through carefully planned reading lessons.
- Shared Reading lessons take place three times a week and provide opportunities for pupils to analyse texts, develop comprehension skills and discuss language choices.
- Whole-class texts are carefully mapped across each KS2 class to ensure pupils encounter an increasingly ambitious range of authors, genres, themes and perspectives. All pupils access a copy of the text and follow along as the teacher reads daily, supporting reading fluency, comprehension, engagement with literature and reading for pleasure
- Teachers model effective reading strategies and encourage pupils to justify their responses using evidence from texts.
- Pupils read to a member of staff, with frequency determined by individual need and stage of reading development.
- Reading interventions are matched to pupils' needs and reviewed regularly to ensure impact.
- Accelerated Reader supports pupils in developing reading stamina, comprehension and independence following completion of the RWI programme.
- Pupils are encouraged to read widely and frequently, both within and beyond their reading range, to develop reading for pleasure.
- Pupils choose books from the school library and are supported to make suitable, increasingly ambitious selections.
- Reading environments throughout the school promote positive attitudes towards reading and celebrate literature.
- Pupils encounter a diverse range of authors, genres, cultures and perspectives through the planned reading curriculum.

Writing

- Writing is taught through high-quality texts and meaningful contexts.
- Teachers explicitly model the writing process using an "I do, We do, You do" approach.
- Pupils are taught the features, structure and purpose of different genres.

- Teachers explicitly teach grammar, punctuation, sentence construction and authorial choices within meaningful contexts.
- Extended writing opportunities enable pupils to apply and refine their knowledge and skills independently.
- Pupils regularly edit and improve their writing and are taught to evaluate the effectiveness of their work.
- Scaffolding and adaptive teaching support all pupils to access ambitious writing outcomes whilst developing increasing independence.
- Writing guidance supports consistent expectations for each genre across the school.

Vocabulary Development

- Subject-specific vocabulary is identified, taught and revisited.
- Teachers model ambitious language and encourage pupils to use increasingly sophisticated vocabulary in speech and writing.
- Dictionaries, thesauruses, high-quality texts and purposeful classroom displays support vocabulary development.
- Vocabulary learning is reinforced through reading, discussion and writing across the curriculum.

Spelling, Grammar and Handwriting

- Spelling is taught progressively using the school's own programme in Key Stage 2 and for year 2 pupils who have exited phonics.
- Low-stakes retrieval activities support pupils in retaining spelling rules and patterns.
- Grammar and punctuation are taught explicitly and applied within reading and writing lessons.
- Retrieval practice for grammar is completed at the start of each English lesson.
- Handwriting is taught systematically, in line with the school's agreed progression and handwriting policy.
- Teachers model the presentation and handwriting expectations required of pupils.

Oracy and Communication

- Teachers model high-quality spoken language and Standard English.
- Pupils are provided with regular opportunities to discuss, debate, explain, justify and present ideas.
- Pupils participate in performances, presentations, assemblies and wider opportunities that develop confidence and communication skills.
- In the Early Years, language-rich interactions, stories, rhymes and songs support children's communication and language development.
- Targeted speech and language support is provided where assessment identifies a need.

Inclusion and Adaptive Teaching

- All pupils, including pupils with SEND and disadvantaged pupils, access an ambitious English curriculum.
- Teachers identify potential barriers to learning and use appropriate adaptations, scaffolds, resources and additional practice whilst maintaining high expectations.
- Additional support is closely matched to identified need and is designed to help pupils access and keep up with the taught curriculum.
- The impact of interventions is reviewed regularly and provision is adjusted when necessary.

Assessment

- Formative assessment is used routinely to identify misconceptions, assess understanding and inform future teaching.
- Teachers use questioning, retrieval activities and written outcomes to evaluate pupils' learning.
- Assessment information is used to ensure pupils keep up with the curriculum rather than requiring significant catch-up at a later stage. Pre teaching is a strategy used to support keep up.
- The following assessments are completed half termly: spellings and reading age
- The following assessments are completed termly: grammar, spelling and punctuation NFER for years 3 – 5, year 6 complete a previous SATs paper.
- Termly Pupil progress meetings enable leaders and teachers to identify pupils requiring additional support or challenge in English.
- Summative assessment supports accurate teacher judgement and helps leaders evaluate curriculum effectiveness.
- Moderation activities once a term support consistency and accuracy of assessment across the school.
- Assessment outcomes inform curriculum development, professional development and school improvement priorities.
- Feedback is timely and proportionate and helps pupils recognise strengths, address misconceptions and improve their work in line with the responding to pupil's work policy.

Enrichment, Families and the Wider Reading Culture

- Parents and carers are supported to engage with English through class workshops, poetry recitals, performances and stay and play sessions.
- Author visits, poetry recitals, book clubs, competitions and national reading celebrations complement the taught curriculum and promote enjoyment of reading and writing.
- Pupils have access to inviting, well-stocked reading areas and a school library that make a broad range of texts readily available.
- In EYFS and KS1, pupils are encouraged to contribute to text choices.

Leadership and Professional Development

- The English subject leader monitors curriculum implementation through learning walks, book looks, pupil voice and assessment analysis.
- High-quality professional development ensures staff maintain strong subject and pedagogical knowledge.
- Monitoring draws on a range of evidence to evaluate whether the intended curriculum is being taught and learned consistently.
- Leaders identify strengths and areas for development and take appropriate action to improve curriculum implementation and pupil outcomes.
- Leaders evaluate the impact of provision and make informed decisions about curriculum development, resources and staff training.

Impact

By the time pupils leave Parklands, they:

- Read fluently, accurately and with appropriate expression across a wide range of texts.
- Demonstrate secure comprehension and draw on evidence from texts to support their understanding.
- Enjoy reading and discuss books, authors, genres and themes confidently.
- Possess a rich and increasingly ambitious vocabulary which they apply effectively in speech and writing.
- Write effectively for a range of audiences and purposes, making informed choices about language, grammar, punctuation and structure.
- Apply spelling, grammar, punctuation and transcription knowledge accurately and with increasing independence.
- Communicate ideas clearly, confidently and articulately through discussion, debate and presentation.
- Retain and apply key knowledge, vocabulary and skills over time.
- Achieve well from their starting points and are prepared for the next stage of education.
- Apply reading, writing and communication skills successfully across the wider curriculum.
- Demonstrate positive attitudes towards reading, writing and learning.
- Leave Parklands as confident, knowledgeable and enthusiastic readers, writers and communicators.