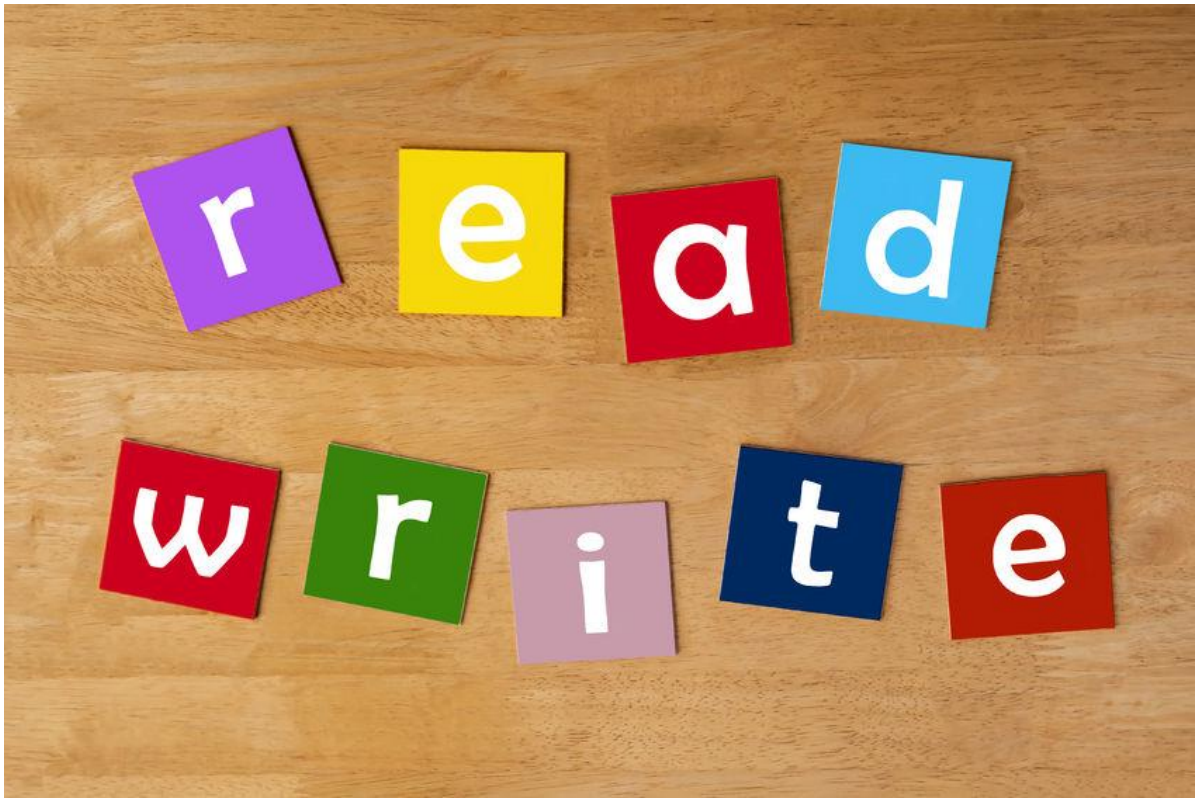
Curriculum Handbook



Written by: Clare Cooper

English Handbook

What is our vision?

To deliver an exciting, innovative English curriculum centred around a love for reading which enables and enhances children's written and oral communication and creativity.

Curriculum Aims and Impact:

The aim of the national curriculum in English is to promote and enable the children to achieve high standards of language and literacy, equipping pupils with a strong command of the spoken and written language. We aim to provide the children with a love of books through sharing a wide range of texts for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read fluently and with good understanding
- Develop a habit of reading a wide range of books often, for pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write, clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

How do we achieve this?

We value the partnership between school and the parental support children receive. At Farington, your child is read to every day and it is important that they are listened to by an adult, at home, as much as possible, giving the children many opportunities to discuss new language in their texts. The children need to bring their reading diaries to school daily. The diaries are an effective way for parent and teachers to communicate about what the children have read and areas where they may need support. The reading book that is sent home is one that the children should be able to access independently, whilst reading to an adult. The books will closely match the skills they have been learning in phonics or reading lessons. The expectation is that they will read nightly at home, but at least 3 times per week, and evidence this with a signature from parents or children from y4 to y6. These reads are rewarded through certificates, prizes and extra play times, in school.

Phonics

In Reception and Year One, children have daily phonics lessons following the SoundsWrite scheme. SoundsWrite is a high quality phonics programme with a successful approach to the teaching of reading, spelling and writing. SoundsWrite consists of complex skills, conceptual knowledge and code knowledge. In Reception, children gain an introduction to the Initial Code, recognising that letters are symbols of sounds and blended sounds create words. Within phonic sessions, children build words, swap sounds, read and write words, and construct sentences. Phonics sessions consist of the practice of key skills; blending, segementing and phoneme manipulation. Children are also exposed to a range of high frequency and common exception words across the units. In Year 1, children recap the Initial Code and embark on the Extended Code. Children are taught conceptual knowledge that phonemes (sounds) can be represented by more than one letter; the same sounds can be represented by alternative spellings; and the same spellings can represent the alternative sounds.

Reading

Children are taught reading through reading lessons which provide them with the experience of more challenging texts with their teacher. They are exposed to a wide variety of question types and text types to support their development of their reading and comprehension ability. Lessons teach the skills required in the KS1 and KS2 Reading Content Domains. Lessons begin with recapping new and challenging vocabulary and then learning new vocabulary they will experience in the text. They are then taught the skills from the domains for that day, which they apply to a variety of question types.

Writing

The teachers share a wide variety of text types and genres with the class through class novels, non-fiction texts, poetry and play scripts. The children are immersed in these texts through reading lessons and a range of active and written activities. We ensure the texts of high quality to continuously develop their spoken language and the skills needed to produce high quality pieces of writing. They follow a clear writing process, investigation the features of genres, producing a success criteria, planning their ideas before writing, practising key grammar skills, reviewing their success and deciding their next steps for improvement. Children are given regular opportunities to edit and redraft their work, producing polished pieces of work at their highest standard. Working walls are used throughout school to display the language and ideas gathered through the reading and writing journey. Children refer to the working walls throughout the lessons for inspiration to up level their language and correctly apply written skills to their own work.

Speaking and Listening - Oracy

Speaking and listening are key skills promoted throughout the curriculum from Reception to Year 6. Within English lessons, children are provided with opportunities to express their ideas to an audience, take part in group/ class discussions and debates, and drama/ performance activities. The children are encouraged to evaluate and reflect on their own speech. Children are encouraged to listen and respond appropriately to others, and develop their vocabulary, articulation and pronunciation. Teachers model and teach children to use the vocabulary and grammar of Standard English and help them to adapt their speech to different situations. Children and teachers follow an Oracy curriculum with specified Spoken Language activities and tasks to teach and model these.

Grammar, Punctuation and Spelling:

Grammar, Punctuation and Spelling (GPS) teaches children how to structure and punctuate their writing correctly. They will learn the relevant terminology of grammatical conventions and how to apply these to a piece of writing, to achieve effective writing across different genres, showing fluency when writing in different styles. Children are taught grammar as grammar starters at the beginning of English lessons, or as stand alone GPS lessons. They apply these skills to short pieces of prose and then are encouraged to use the same techniques, later in an extended piece. Children are taught to spell using a systematic approach using SoundsWrite from EYFS to Y6. Skills begin with phonics in Reception, Year One and Year 2.

Handwriting:

Handwriting skills are taught and developed regularly throughout Reception to Year 6. Children in Reception are taught initial letter formation and Year 1 are taught the pre-cursive technique in lessons by the end of the year. They practise this skill in the lesson and are reminded and encouraged to apply it in all written work in every subject. Years 2 to 6 are taught cursive handwriting in the same way. They should have developed a fluent joined handwriting style by the end of Year 4. All labels and modelled writing are displayed in print,

pre-cursive handwriting or cursive handwriting, depending on which year group classroom they are working in.

Scheme of Work:

Each class has class sets of the novels they will teach through the year. See appendix 1 for the breadth of novels covered through the school. Writing genres are then taught from these texts, after a series of linked reading lessons. We have chosen our class texts that we teach from the Power of Reading scheme and gather creative ideas from their teaching sequences. We are well resourced with Reading Schemes, following Sounds Write Initial and Extended Code books in Reception and Year 1 (linked to the phonics programme,) and Oxford Reading Tree colour banded books from Year 1 to Year 6.

Resources:

English Resources on the staff share;

- Topical Comprehension Years 1 to 7
- Primary Ed Comprehension Books A to G (Rec to Y6)
- Literacy Shed plus

Books to teach from;

- Comprehension Ninjas Rec to Y6 - Year group specific book in each classroom
- OUP Reading scheme -Story sparks Yellow band to Lime+ (KS1 Corridor)
    - Tree Tops Brown band to Dark Red (Library)
    - Graphic Novels Brown band to Dark Red (Library)
    - SoundWrite Initial Code and Extended Code reading books (KS1 corridor)
    - Teaching sequences for novels on Power of Reading website

Class sets of class novels have been purchased for all year groups, or picture books for Reception/ KS1. Picture books and class sets are stored in classrooms.

Assessment – How do we assess skills and understanding?

Teachers use daily formative assessment to inform lesson planning and necessary differentiation.

In Reception, children are assessed against the Early Learning Goals for Communication, Language and Literacy (Reading and Writing) that forms part of the Foundation Stage Profile. Anything the children complete independently in Continuous Provision is recorded as an observation and added to Tapestry. Progress in phonics throughout Reception, Year 1 and 2 is assessed on an ongoing basis throughout phonics sessions and with a half termly phonic assessment from Spring in Year 1. Additionally, Year 1 children take the statutory "Phonics Screening Check." Those who do not meet the pass mark re-take the check in Year 2.

Teachers from Y1 to Y6 complete NFER test in Spelling, Grammar and Reading, termly. Year 1 only take their first test in Spring Term and in Autumn they are assessed through teacher assessment, against the Reading book band they are on and the Writing objectives they have displayed in half termly independent writes (as with all year groups.) Teachers then identify gaps in the children's learning, by analysing the test questions and the answers the children have given.

Teacher assessments are given as the child is PKS (Pre Key Stage,) WTS (Working Towards) or EXS (Expected) within their year group, with the aim that they will all be confident and reaching age related

expectation (EXS,) in Reading and Writing, by the end of the year. Some children may be very strong in some areas and can be assessed at GD (Greater Depth.)

Children complete 9 pieces of extended writing per year (3 per term) and these include 4 independent pieces of writing (in September, December, March and June) that are used to assess the children against year groups writing expectations. The writing is cross curricular so some writing assessments will be completed on writing linked to the class novels, some will be from writing completed in Science, History etc.

Reading and Writing Book scrutinies are timetabled to happen once in Autumn, Spring and Summer term to monitor progress and teaching and learning. Once a term we have our writing moderated by an external moderator from The Literacy Company.

Health and Safety

When delivering drama lessons, ensure tables and chairs are stacked neatly against the sides of the classroom and do not allow the children to sit on the chairs whilst they are stacked.

Special Educational Needs

Here at Farington Primary School we believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented; We recognise that within the school we have more able, gifted and talented children. They often require differentiated tasks within the foundation subjects and/or demonstrate a talent or skill in the creative, cultural or sporting fields.
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do. Children identified as having additional Special Educational Needs may need greater differentiation of materials and tasks consistent with their individual learning plan. More able children will be challenged and motivated by greater differentiation of challenge and vocabulary experience. The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also, we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

AGT

At Farington Primary School we value all children equally and endeavour to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able, and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

Equal Opportunities

English is incorporated into every lesson during the school day. We support children with English as an additional language in a variety of ways, e.g. repeating instructions, speaking clearly, emphasising key words, using picture cues, etc.

British Values

Our school reflects British Values. We aim to be at the heart of the community, sharing, supporting and learning together with everyone as equals. We are creative, confident, open-minded, independent and unique individuals, respectful of ourselves and of others in our school, our local community and the wider world. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and are proud to be a part of it. We aim to become caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

Monitoring and Review:

Different aspects of the English curriculum are monitored by the subject leader, who provides regular support and feedback to colleagues. Monitoring includes drop ins, reviews of working walls, environment walks, reading record keeping/ diary checks, book scrutinies and looking at coverage of key skills and objectives on medium term plans and within the children's books.

Appendix 1

The following texts will be covered in each year group:

Summary of Subject Content

Class Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	A Superhero Like You A Handful of Buttons Leaf Man Once There Were Giants When I was Like You Wow Said the Owl Someone Just Like You	Dipla's Diwali The Jolly Christmas Postman The Christmas Story Pumpkin Soup Kipper's Birthday Festivals Let's Celebrate	Maisy Goes to London You Can't Take an Elephant on the Bus. Mr Grumpy's Motorcar The Hundred Decker Bus We Catch the Bus Oi! Get Off Our Train!	Little Red Riding Hood Goldilocks and the Three Bears The Three Little Pigs Jack and the Beanstalk	Handa's Hen The Snail and the Whale The Journey Home Dear Earth You're Safe With Me	Errol's Garden What the Ladybird Heard Next Superworm Mad About Minibeasts Jasper's Beanstalk The Crunching Munching Caterpillar A Squash and a Squeeze Farmer Duck
Year 1	The Little Island	Rapunzel by Bethan Wollvin	The Adventures of an Egg Box Dragon	The Secret Sky Garden	The Snail and the Whale	Look Up
Year 2	Beegu	The Last Wolf	Simon Bartram - Man on the Moon	How to Find Gold	The Magic Finger	Diary of a Killer Cat
Year 3	Fantastic Mr Fox	Tom's Sausage Lion	The Iron Man	Arthur & the Golden Rope The Three Musketeers	The Green Ship	The Tin Forest Othello
Year 4	The Accidental Prime Minister	The Boy at the Back of the Class	The Wild Robot	Wed Rabbit	The Ice Palace	The Pied Piper The Tempest
Year 5	The London Eye Mystery A Midsummer Night's Dream	The Lion, The Witch and The Wardrobe The Atlas of Monsters	Journey to the River Sea		Street Child	Wolf Brother
Year 6	There's a Boy in the Girl's Bathroom	Wonder	Goodnight Mr Tom		The Nowhere Emporium	Macbeth

** Occasionally texts will be changed to reflect local, national or international events. Some texts may also be swapped around within the year.*

Poetry Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	A Bundel of Rhymes The Literacy Company	Creepy Crawly and Busy Bugs The Literacy Company	Into the Pond! The Literacy Company	The Farmyard The Literacy Company	I Wonder The Literacy Company	Eat Your Peas, Louise! The Literacy Company
Year 1	Sea Songs When I was One- The Pirate Song (Trad.) A Sailor Went to Sea (Trad.) Pirate Pete by James Carter (Links to transition)	There Are No Such Things as Monsters!! By Roger Stevens	If I Had a Beak by The Literacy Company (Link to science – animals)	At the Zoo by W. M. Thackeray Off by Heart by R Steven At the Zoo by W. M. Thackeray (Link to science – animals)	Poetry Fruit Salad I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year by Fiona Waters: (Link to DT Fruits and vegetables)	I spun a star by John Foster (Link to 'Look up' text)
Year 2	Zebra Question by Shel Silverstein	The Owl and the Pussycat by Edward Lear	From a Railway Carriage by Robert Louis Stevenson	Night Sounds by Berlie Doherty	Father and I in the Woods by David McCord	Fox by Kathy Henderson
Year 3	The Shell By John Foster Squishy Words by Alistair Reid Sea Shell by Amy Lowell	Dance with Me, Autumn By the Literacy Company The Garden Year by S Coleridge Autumn's Begun by A J Roma Frost by V Bloom	The River's Tale by Rudyard Kipling (extract) The Fossil by Ogden Nash	The Magnificent Bull from the Dinka tribe Leap Like a Leopard by John Foster As, As, As by Robert Hull	I Saw a Peacock Anonymous Weeping Willow in My Garden by Ian Serrailier Horse of the Sea by Snorri Sturlason	Apes to Zebras Various animal poems from the above text The Shape I'm In by James Carter
Year 4	Family Album Me and My Brother & other poems by Michael Rosen Tricks in Quick, Let's get Out of Here by Michael Rosen	The Lost Lost-Property Office by Roger McGough Words Are Ours by Michael Rosen	The Roman Centurion's Song by Rudyard Kipling (edited extract)	Windrush Child by John Agard December by Valerie Bloom	Look! by Grace Nichols The Tree in the Wood (Trad.)	Look Closely Various haiku by Arakida Moritake Icy Morning Haiku by James Carter Acorn Haiku by Kit Wright Seeds by Walter de La Mare
Year 5	The Magic of the Brain by Jenny Jospeh	F for Fox by Carol Ann Duffy	The Highwayman by Alfred Noyes	Finding Magic by Eric Finney	For Forest by Grace Nichols.	I am the Song by Charles Causley
Year 6	Dark Sky Park By Philip Gross Theme – Refugees CLPE	Find Me by Liz Brownlee The Strength in Diversity (anon) Theme - Diversity	Blitz by Mary Desiree Theme – WW2 The Lit Comp	Nobody Knows by Rachel Rooney Theme – Light CLPE	A Tiger in the Zoo by Leslie Norris Theme – Animals/ adaptation The Lit Comp	Sonnet Written at the Close of Spring by Charlotte Smith Theme – Shakespeare The Lit Comp