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| English at Chesterfield | | |
| **English intent:**  At Chesterfield we encourage curiosity and embrace the opportunity to learn from other religions, beliefs, cultures and practises. In line with our curriculum driver, *developing aspirations and possibilities for all*, we want our children to approach their learning with a growing passion to explore the dynamic - ever changing society and aim to be anthologists, lecturers or social workers. Our curriculum drivers of communication, reading, oracy, inclusion and aspirations for all shape every aspect of English and are embedded in teaching and learning and develop the child as a whole.  **Oracy**  We believe in Oracy as curriculum rather than pedagogy. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask and answer questions. We encourage children to consider audience and purpose when speaking and so provide a range of speaking experiences and opportunities. Confidence in basic language skills enables children to communicate creatively and imaginatively, preparing them for their future journey through education and beyond. Spoken language is at the core of all aspects of our curriculum.  **Reading**  We aim to develop a love of books and reading from the beginning of a child’s learning journey with us and value the role of parents as partners in this vital task. Our pupils are encouraged to read for pleasure and read widely. We hear our children read regularly both individually and in groups. We also value reading for its impact on vocabulary development and comprehension skills. Our pupils have access to books that they can take home for pleasure as well as to advance their reading. Individual chrome books also mean they can access a wealth of online books.  **Writing and Grammar**  The overarching aim for teaching writing is to promote high standards of language and literacy by equipping pupils with a strong command of the written word, and to develop their love of literature through widespread reading for enjoyment. Pupils are taught to acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for writing. We develop writing skills so that our pupils have the stamina and ability to write at or above the age expected standard. | | |
| **What do we want our children to learn?**  *By the end of their primary education our children will:*   * Become a reader, a writer and confident speaker by the time they leave Chesterfield Primary School. * Have a love for reading, writing and high-quality literature. * Have a wide understanding of vocabulary some of which may be subject specific. | **How do we implement our English curriculum?**  Our English curriculum is derived around a sequence of high quality age-appropriate texts that also reflect the diversity and interests of the children. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.  The English curriculum is further enhanced through assemblies, guest speakers/visitors as well as by educational visits. | |
| **Planning:**   * Core texts have been selected as a starting point for Writing. * Core texts have been selected for teaching Reading (links are made to the Learning Quests). * All classes have a set list of high quality class novels that the children hear every day. * Read Write Inc programme is followed for KS1 and then used as an intervention tool for those children that need to continue in KS2. * Time is allocated in the day for Vocabulary building. * Teachers incorporate a range of comprehension strategies into their planning, such as developing prediction skills and visualising what they read. | **Teaching:**   * English is taught for 1 hour every day. * Reading/Comprehension is taught for 30mins every day. * Specific strategies are modelled throughout every unit. * Flexible groupings are used during lessons e.g. mixed ability groups, paired work, guided and independent work and whole class work. * A range of resources are used to enhance learning including handling objects, pictures, film clips, watching videos and reading information texts. * Relevant vocabulary is explicitly taught, evident in the classroom, collected in books and used in discussion and their writing. * Every day pupils share a story in their classrooms; adults read a class book aloud to the children to further promote a love for reading into every school day. | |
| **Assessment and feedback:**  **Reading**  Assessment in comprehension comes in three elements and all focus on the following skills (also known as VIPERS):   * Vocabulary * Infer * Predict * Explain * Retrieve * Summarise/sequence   The skills above link directly with the content domains that set out the relevant elements from the national curriculum programme of study. These are assessed in the reading test and so form part of our assessment also.  The first element of comprehension assessment at Chesterfield is in the form of assessment for learning and is conducted throughout the week through strategically questioning and focus groups lead by the teacher. Secondly, towards the end of a unit, teachers identify a VIPERS skill to enable pupils to answer a series of questions relating to specific aspects of the text. The last element of assessment is summative assessment conducted termly. NFER tests are used to assess pupils’ ability to apply the fluency skills and VIPERS taught throughout the term independently. Teachers then use the information gathered to plan further the following term addressing the pupils’ weaker areas.  **Writing**  Children are expected to self assess their writing in every lessons with the use of writing toolkits, which specify the features required to create a successful piece of writing in that genre. They produce several pieces of writing a term, which they are able to draft, edit and publish. Each child has a set of targets that they are working towards. These are in their English books and referred to daily. Conferencing takes place with the teacher whereby the children are given advice on how to improve their writing and targets set. | | **How is English implemented in the EYFS?**   * The classrooms are language rich environments * Any literacy work is driven by quality core texts * The children have daily Phonics lessons with Nursery children learning phase 1 phonics and then in Reception they begin the phonics program - Read Write Inc   In EYFS children are assessed according to the Literacy and Communication and Language Early Learning Goals |
| **How do we evaluate learning in English?**   * The impact of our English curriculum can be found in children’s written work and the quality of discussions that they have. * Children demonstrate their growing knowledge and understanding in their English books.   The Deputy Head and the English subject leaders monitor the impact of the curriculum using a variety of strategies.   * Scrutiny of English books * Lesson observations/drop-ins * Pupil voice * Learning walks * Review and discussion of the action plan   All of this information is gathered and reviewed to inform further curriculum developments and provisions. |