



ENGLISH

INTENT

Reading is like breathing in, Writing is like breathing out...

At The Queenswell Federation, we want all of our pupils to love their teaching and learning in all areas of English: Speaking and Listening, Reading, Writing and Spelling, Grammar and Punctuation. Our aim is to develop confident, articulate and creative learners in English. We believe that immersing the children in a language rich environment will inspire and promote a love of Reading and Writing.

Our creative, broad and balanced curriculum follows a clear pathway of progression through from EYFS up to Year 6. We know that a secure foundation in English skills is crucial to children succeeding in all areas of the curriculum. We always 'promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' (National Curriculum 2014)

IMPLEMENTATION

Our English curriculum is implemented through a cross curricular approach and engaging texts to support the topic. Rich texts are chosen to link with the 'Learning Journey' pupils are studying and are used to support and inspire pupils to read and write. Our English curriculum aims to provide purposeful opportunities for reading, writing and speaking and listening. We want our pupils to be confident and proficient readers, writers, spellers and speakers, who are able to use their English skills in other curriculum subjects and who feel they are prepared for the next steps in their education. Our English lessons develop pupils' spoken language, reading, writing, grammar and vocabulary, teaching them how to write within specific genres and which structural and language features to include to be successful.

Our English curriculum is taught through a range of lessons.

Writing lessons

Teachers use modelled texts to springboard the writing process, ensuring children are aware of how to be successful using these models to help structure their own ideas. Discrete spelling and grammar lessons are taught as well as skills being taught within writing lessons. This ensures children are able to apply these skills in their extended writing and any writing in other areas of the curriculum. Children are given the opportunity to review and edit their work as part of the writing process. Teachers use a range of resources to support and scaffold the children's' writing.

Reading lessons

We use daily phonics lessons to develop early reading skills for pupils in Early years and Key Stage 1. In addition to this, children develop their comprehension skills in daily whole class reading and discussion sessions. In Key Stage 2, daily reading lessons focus on one text a week with different skills as a focus each day. Children develop skills such as inference, deduction and how to find evidence to support their answers. Pupils also learn how to work out and clarify the meanings of unknown words and words with more than one meaning. Phonics interventions still take place in Key Stage 2 for identified children.

Spelling, Punctuation and Grammar lessons

Pupils are taught key rules and strategies in discrete Phonics, Spelling, Punctuation and Grammar lessons. There are opportunities in reading and writing lessons to analyse how these have been applied in texts and how they can apply these skills in their own independent writing. In Key Stage 1, children learn spelling skills mainly through their daily phonics sessions. In Key Stage 2, children are taught rules and strategies in weekly spelling lessons. Spelling homework focuses on words from the curriculum year group

spelling lists. Children are encouraged to recognise strategies they can use to improve their own spelling and to aid their writing. Punctuation and Grammar is taught in discrete lessons as well as within English lessons. In addition, teaching of grammar and punctuation is also planned into teaching sequences within English lessons.

Speaking and Listening lessons

Speaking and Listening opportunities are built into the curriculum through discussions in class including PSHE. Children are taught to speak clearly, to convey their ideas fluently and confidently and to ask questions. Drama, role play and hot seating are activities also used to develop these skills.

LINKS TO EYFS

Communication and Language

Intent

CAL is crucial for laying the foundations for *language development* and *cognitive development*. This is why CAL underpins all seven areas of learning and development. At Queenswell, a large proportion of children typically start with language skills below that expected for their age. This is why we put a large emphasis on the development of communication and language skills during the Early years of a child's education at Queenswell. We aim to significantly improve children's ability to use communication and language across all other areas of learning through a range of approaches.

Implementation

We provide a *language-rich environment*. This includes:

- Commenting on what children are interested in and what they are doing.
- Back and forth interactions - conversations with adults
- Sensitive questioning that invites children to elaborate on their ideas
- Echoing back what children say with added new vocabulary
- Reading to children and engaging them actively in stories, non-fiction, rhymes and poems.
- Opportunities to embed new words in a range of contexts such as storytelling, roleplay and real-life experiences that follow children's interests and fascinations.

Literacy

Intent

We recognise that there are many factors which contribute towards becoming a successful reader and writer: high self-esteem, lots of language developed through talk, gross and fine motor skills and phonological awareness. Our holistic approach to learning and development enables children to develop across all of these areas. We aim to create a life-long love of reading and children who are confident to use their writing skills for meaningful purposes. We have a book-based approach to planning when introducing new themes, topics or concepts.

Implementation

We provide a *Literacy-rich environment*: This includes:

- Signs and labels throughout continuous provision areas – including those made by children
- Displays – supporting children's developing self-esteem as mark-makers and writers
- A range of font and backgrounds
- Inviting book/reading corners with a range of high-quality texts (stories and non-fiction) that reflect the cultural diversity, interests and reading skill levels of the children
- Texts throughout continuous provision to support learning in all of areas of the curriculum (e.g. books about buildings around the world in block area).
- Modelled writing from adults for a range of purposes.
- A range of opportunities for children to apply literacy skills for a purpose that is meaningful to them.
- Displays demonstrating print in the environment including when at home and out and about in the community.
- Synthetic phonics programme – Little Wandle
- Continuous provision for writing is linked to assessment, matched to children's interest and contains challenge.

English SPAG vocabulary overview

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Year 1	Oral rehearsal / story telling- spoken language to support grammar.	What makes a sentence?	Single clause Pronouns/Adjectives	Single clause sentences Past tense- ed suffix Joining words and clauses with 'and'	Coordination Different sentence types: commands /Adverbs (time)	Subordination- because Different sentence types questions
Year 2	Oral rehearsal story telling- spoken language to support grammar- Revisit what makes a sentence- single clause-Joining words 'and'	Tenses- past simple- Pronouns Single clause sentence Adjectives	Multiclaue sentences- coordination Tenses- present simple Subject verb agreement Different sentence types: questions, commands, exclamations Adverbs (time)	Multiclaue sentences- subordination Adverbs of manner	Expanded noun phrases and preposition phrases Tenses- present and past progressive Subject verb agreement	Consolidation Opportunities to apply in writing
Year 3	Revisit what makes a sentence: single clause. Tenses- present and past simple (links with spelling- ed suffix)	Multi clause sentences: coordination Adjectives Adverbs (manner)	Multiclaue sentences- subordination- Referencing of pronouns Different sentence types: questions, commands, exclamations Adverbs (time)	Multiclaue sentences- subordination- increasing range of conjunctions. Tenses- present and past progressive Subject verb agreement Prepositions	Expanded noun phrases and preposition phrases Present perfect	Fronted adverbials (time and manner)
Year 4	Revisit what makes a sentence Phrases and clauses Variety of sentence structure: single clause coordination Tenses- present and past simple (links with spelling- ed suffix)	Variety of sentences structure- subordination Adjectives Adverbs (time and manner) Tenses- present and past progressive Subject verb agreement	Variety of sentence structure- using a wide range of subordinating conjunctions Referencing to pronouns Different sentence types: questions, commands, exclamations	Fronted adverbials (time and manner) Present perfect Prepositions	Expanded noun phrases and preposition phrases	Fronted adverbials (place)
Year 5	Revisit what makes a sentence Phrases and clauses Variety of sentence structure: single clause, coordination and subordination Tenses - present and past simple (links with spelling - ed suffix)	Subordination - using a wider range of conjunctions Expanded noun phrases Referencing of pronouns Tenses - present and past progressive. Subject verb agreement Adverbs (time, manner, place)	Fronted adverbials (time, manner, place) Present perfect Different sentence types: questions, commands, exclamations Prepositions	Prepositions and preposition phrases Relative clauses	Modal verbs Conditionals Adverbs for possibility	Formal language structures - passive voice
Year 6	Revisit what makes a sentence / Phrases and clauses /Variety of sentence structure: single-clause, coordination and subordination Tenses- present and past simple (links with spelling - ed suffix)	Subordination- using a wider range of conjunctions Relative clauses /Expanded noun phrases /Referencing of pronouns / Tenses- present and past progressive /Present perfect Subject verb agreement Adverbs (time, manner, pace)	Fronted adverbials (time, place, manner) Tag questions Modal verbs Conditionals Adverbs of possibility Prepositions	Fronted adverbials (time, place, manner) Tag questions Modal verbs Conditionals Adverbs of possibility Prepositions	Cohesive devices (adverbials such as 'in contrast' to support cohesion across paragraphs)/Past perfect /Conditionals /Prepositions / Formal language structures: Passive voice /Subjunctive	Formal language structures Consolidation opportunities to apply in writing

