

English Curriculum Statement



Writing Intent

At Kensington Avenue Primary School, it is our intention to provide pupils with a high-quality education in English. We want our pupils' to develop the ability to speak, read and write with great fluency, master the skills of both reading and writing and develop a love and a true interest for English so that they can communicate their thoughts, ideas and emotions effectively.

Writing is an integral part of our curriculum. All children from Foundation Stage to Year 6 are provided with many exciting opportunities to develop and apply their writing skills across the curriculum. It is our intention that pupils develop a clear understanding of the writing process in order to establish themselves as an author in their own right. Through our topic led curriculum, we foster pupils' interest and offer a purpose and context for writing. This allows the opportunities for the children to explore a variety of genres and planning. In order to establish this, pupils will develop their knowledge of genre features, audience, language and effective composition.

To broaden our pupils' vocabulary, especially tier 2 and 3*, we ensure plans have incorporated interesting sessions to expose those high level vocabularies, so pupils can use them in their writing.

*Tier 2 consists of high frequency words that occur across a variety of domains. That is, these words occur often in mature language situations such as adult conversations and literature, and therefore strongly influence speaking and reading. Following is a list of standards for tier two words:

- ☐ Important for reading comprehension
- ☐ Characteristic of mature language users
- ☐ Contain multiple meanings
- ☐ Increased descriptive vocabulary (words that allow pupils to describe concepts in a detailed manner)

*Tier 3 consists of low-frequency words that occur in specific domains. Domains include subjects in school, hobbies, occupations, geographic regions, technology, weather, etc. We usually learn these words when a specific need arises, such as condensation when learning about water cycle.

It is important to remember that tier 2 and 3 words are not all clear-cut in their tier classification. There is more than one way to select the words.

We intend that pupils learn how to understand the relationships between words, word meaning, implied meaning and figurative language, whilst ensuring that they are supported in their spelling strategies. We intend that pupils make a conscious effort to speak and write using Standard English and where appropriate to use tier 2 and 3 vocabulary in their writing.

Writing Implementation

At Kensington Avenue Primary School we believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes. The English curriculum is taught by studying a high quality text where writing opportunities are derived from this. Children are taught to develop an understanding of the texts through reading comprehension. Through the high quality text, pupils are taught the grammar from the National Curriculum -suitable for their year group- which is taught to correspond to the genres being written as part of the writing process. Pupils are then supported in how to apply the grammatical content taught in identifying features of a high quality modelled text, before progressing to plan and complete a written piece which is fit for purpose and audience.

Speaking and listening Intent

At Kensington Avenue Primary School pupils expand and develop their understanding of a range of vocabulary in order to make sustained progress in their speaking and listening skills. The understanding of technical vocabulary, as well as continually up levelling the range of vocabulary used across the curriculum, enables children to produce improved oral and written work across a range of subjects. We strongly believe that speaking and listening skills are essential for learning English. In order to succeed as writers, pupils need to cultivate a love of words, language and confidently articulate what they think and their thoughts.

Speaking and listening Implementation

At Kensington Avenue Primary School members of staff model the use of higher level vocabulary within their speech and expanding children's vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. Contextual learning helps children to understand new words and supports them in including them in their work. This model is reflected in guided reading sessions, where pupils are given the chance to explore unfamiliar vocabulary and expand their knowledge of words. We model the correct grammar in speech and encourage children to reflect this in their use of spoken and written language.

Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1) – In EYFS and KS1 children are encouraged to communicate through play with their peers, teachers and through resources, such as books, iPads and writing. Circle time activities and games support children's ability to listen and participate in a group, and our exciting range of topics support vocabulary and understanding across many areas.

Pupils build a bank of stories, which they can draw on for ideas and language patterns, and develop oral story telling skills that help them internalise the language they need. Therefore, developing talk in the class-room is a priority in EYFS and KS1.

Key Stage 2 (KS2) – Throughout KS2 children are supported to question and develop their ideas and explanations.

To build children's bank of vocabulary and to encourage them to use the words verbally and in their written work they are given opportunities to role play. This allows children to listen, respond, turn take and share ideas while developing their creative language.

Story time everyday builds children's ability to listen as well as having a good model for how a story should be read. Plans are ensured to be creative and active for opportunity for children to articulate their thoughts before writing and learning the skills to taking turns to contribute and listen attentively to their peers.

Guided reading sessions also bring the opportunity for children to have greater depth conversations about the text and looking closely at particular vocabulary.

Regularly, children are given the chance to read aloud to the class and orally rehearse ideas for written work and class assemblies.

Drama and role play are used across most subjects in all year groups. This enables them to explore and engage in their learning. It also gives them the chance to embed vocabulary in shared activities.

Literacy Impact

At Kensington Avenue Primary School we strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Nursery. At the end of KS1 and 2 children sit their Statutory Assessment Test (SATs) and we strive to achieve at or above national average. We ensure lessons target gaps in the children's learning as well as challenge them and very importantly consolidate what they have learnt. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey. Through the use of high quality books taken from Power of Reading, we endeavor that our pupils' foster a love for reading and an interest in reading for pleasure. We also strive to ensure that pupils work hard so that they will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress.