



English Curriculum Intent

At Buckminster Primary School, we aim to provide a high-quality education in English, as we believe that English and communication are key life skills.

Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

English is at the heart of all children's learning. English enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. English is central to children's intellectual, emotional and social development so has an essential role across the curriculum and thus helps pupils' learning to be coherent and progressive. All the skills of language are essential to participating fully as a member of society.

Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and 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. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of 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 in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language:

The national curriculum for English reflects the importance of spoken language in a child's development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing.

The quality and variety of language that children hear and speak are vital for developing their vocabulary, grammar and their understanding for reading and writing. Buckminster Primary school ensures the continual development of children's confidence and competence in spoken language and listening skills. Children will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They will be assisted in making their thinking clear to themselves as well as to others and teachers ensure that all children build secure foundations by using discussion to probe and remedy their misconceptions.

Children are encouraged to speak in full sentences to improve their spoken language when answering questions. In KS2 children are also taught to understand and use the conventions for discussion and debate. All children will participate in and gain knowledge, skills and understanding associated with the practice of drama. Children will be given the opportunities to adopt, create and sustain a range of roles, responding appropriately to others in role. To improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama performances.

Reading:

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

Teachers focus on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

By the end of their primary education at Buckminster Primary School, all pupils will be able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Writing:

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

Teachers develop a child's competence in these two dimensions. In addition, children are taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Buckminster Primary school use the Literacy Tree scheme, which is a novel based curriculum, allowing children to engage with a text and write in different genres based on that novel. For every text a child studies, they will compose a 'final' piece of writing that is written in their celebration book.

Handwriting:

Handwriting is taught in KS1 and where supported throughout the school where needed. In some cases a teaching assistant supports children who have been identified as needing additional guidance in this area. Lessons are clearly modelled by the teacher and can reinforce the week's spelling and phonics strategies.

Spelling, Vocabulary and Grammar and Punctuation:

Opportunities for teachers to enhance a child's vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show children how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They also teach children how to work out and clarify the meanings of unknown words and words with more than one meaning. Children are also taught to control their speaking and writing consciously and to use Standard English.

Throughout the programmes of study, teachers will teach children the vocabulary they need to discuss their reading, writing and spoken language. It is important that children learn the correct grammatical terms in English and these terms are integrated within our writing lessons.

Spelling is taught using the order from 'Twinkl' and supplemented with different teaching strategies. Children are encouraged to develop and use a range of strategies for learning new words. A weekly spelling test takes place from Y1 through to Y6.