



Newnham St Peter's C of E Primary School English Curriculum



School Vision

Cherish Everyone ~ Flourish Together ~ Serve Others

Newnham St Peter's School Intent Statement

We aim to work in partnership with parents, governors, the Church and the community to provide a broad and balanced curriculum that enables all our children to develop into well rounded individuals and life-long learners. As a church school our curriculum is built upon a strong Christian foundation, with our core values of hope, perseverance, respect, friendship, forgiveness and thankfulness at the heart of all we do.

Curiosity underpins lifelong learning, from pre-school up our curriculum is based upon asking questions and exploring. Reading is the gateway to sustainable learning. We have a structured approach to reading to ensure children develop skills that are applied across the curriculum. Vocabulary is a key focus and our curriculum is designed to ensure children develop both rich creative and subject specific vocabulary.

To ensure knowledge is retained and learning 'sticks', our curriculum is carefully mapped out across all phases, providing continuity, supporting transition and revisiting / building on key concepts.

Our curriculum is centred on our Forest of Dean setting by the River Severn whilst also ensuring that pupils are outward looking with planned opportunities to gain experience of the wider world.

We aim for children to leave our school not only achieving their full academic potential, but with the skills to keep themselves physically, mentally and spiritually fit. The confidence to push themselves outside of their comfort zone and the moral compass and drive to be active global citizens.

Reading and phonics

Intent – What we want for the children

At Newnham St Peter's CE Primary School reading is a top priority and is a key driver within our curiosity curriculum. Reading is vital skill for success in all areas of the curriculum and is an essential tool for gaining knowledge and understanding. It provides an insight into the wider world, cultures and history.

We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of fiction and non-fiction texts. We want pupils to develop a love of reading, a good knowledge of a range of authors and be able to understand more about the world in which we live in.

Our intent is to ensure that by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject.

Implementation – How it will be delivered

The systematic teaching of phonics has a high priority throughout the EYFS and KS1. At Newnham St Peter's CE Primary School, we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Our staff teach pupils the relationship between sounds and the written spelling patterns, or graphemes, which represent them.

All children in Reception, KS1 and, where necessary, KS2 have daily phonics sessions in small ability groups where they participate in speaking, listening, spelling and reading activities that are matched to their current needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Timely intervention is planned for those children who are working below expected levels as soon as their needs are identified.

We recognise that systematic, high quality phonics teaching is essential, but additional skills and opportunities are needed for children to achieve the goal of being a well-rounded reader, namely comprehension. When children have completed the Read, Write, Inc phonics programme, reading is developed during guided reading, using high quality texts and focused skill teaching. Children read and enjoy high quality fiction and non-fiction texts, which (where possible) are linked to their topics across the curiosity curriculum.

All children read aloud daily during phonics or guided reading; in addition to this they read at least once more a week with teachers, teaching assistants and reading volunteers; the focus being on the lowest 20%.

We use DERIC as a whole school approach to teaching reading which equips pupils with the necessary skills to be successful readers. It focuses on building fluency and embedding comprehension skills with direct, taught sessions. DERIC stands for; Decode, Explain, Retrieve, Interpret and Choice. These are closely linked to the assessed strands in the end of key stage assessments. DERIC is entwined within the EYFS and KS1 reading curriculum and taught more discreetly. Once children have completed RWI they will then join a DERIC group. This then continues as whole class in years 3-6.

DERIC:

D for decode - this is the sounding out and blending of words and then becoming more confident with reading words on sight.

E for explain - asking the children to explain the meaning of words and being able to explain what is happening in the text they have read.

R - for retrieve - asking the children questions where the answer can be found in the text or pictures. For example: How many cups are on the table? What colour is the bear's hat?

I - for interpret - the children are to use their inference skills to use clues in the text and what they already know to make suggestions about what they have read. (Using 'because' in their responses). For example: Why do you think the bear was crying?

C - for choice - asking the children questions about why the author has chosen to lay out the text in a particular way.

We recognise the importance of developing a rich and extensive bank of vocabulary; therefore, we discreetly teach vocabulary directly linked to the text during every phonics and guided reading session. This is reinforced daily during sessions, ensuring new vocabulary is embedded. All classes

are exposed to a daily class reader, for pleasure, to excite and engage the children, and to expose them to new and varied vocabulary.

Reading at home is encouraged and promoted through class incentives and parental engagement sessions. Children working on the Read Write Inc. programme take home a 'book bag book' matched directly to their current phonics level; they are also encouraged to choose an additional book from the library, to share with their family at home. Following this, children work through our school reading scheme – these are levelled books which match the child's current reading ability. We expect family members at home to read these books with their child daily and make comments in their child's reading record.

Impact- What we want the outcomes to be

Regardless of background, ability and additional needs, by the time pupils leave Newnham St Peter's CE Primary School, they will:

- Be enthusiastic and motivated readers who are confident and will enjoy reading a wide variety of genres and text types
- Have the skills to decode words in order to be able to read fluently with a secure understanding of what they have read
- Be inspired by literature and will read for pleasure

Through the teaching of systematic phonics, our aim is for pupils to become fluent and confident word readers by the end of KS1. As a Year 6 reader, transitioning into secondary school, we aspire that all children are fluent, confident and able readers, who can access a range of texts for pleasure and enjoyment, as well as use their reading skills to unlock learning and all areas of the curriculum.

We firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments.

Writing

Intent – What we want for the children

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum we have undertaken a multifaceted approach to writing, whereby all subject areas include the opportunities for pupils to express their thoughts in a range of written styles. As part of our curiosity curriculum, careful links are made to ensure that writing is used as a meaningful communication tool across all subjects. Pupils are exposed to a range of exemplar texts, from across different genres and subject areas, to embed ambitious vocabulary choices and secure expectations of writing across the curriculum. This exposure to a variety of curricular areas encourages a range of writers and writing styles. Writing is a crucial skill that is embedded across all year groups; consolidation of fine motor skills and phonic strategies are implemented in the EYFS and KS1 and working towards securing confidence with independent pieces is the priority in KS2. We are intent on our pupils leaving Newnham St Peter's CE Primary School with a certainty that they are able to communicate effectively in writing – and to enjoy being able to express themselves in this way.

We want all our children to:

- be able to write for a purpose
- to see themselves as real writers
- to take ownership of their writing
- To see writing as an interesting and enjoyable process
- To be able to organise and plan their own written work

Implementation – How it will be delivered

As a school community, we implement writing by:

- Planning engaging writing units stemming from our current class text
- Nurture writing from EYFS, beginning at pencil shapes and mark making to the formation of letters across the EYFS/Year 1 stages.
- Daily writing sessions in EYFS, KS1, and KS2
- SPaG skills taught through daily starters and then put into contexts in our writing practise
- Application of phonetic skill taught in early reading to support spelling throughout school.
- Promote a love of writing to our children, by modelling high level thinking within our writing and showing how we make grammatical and spelling decisions.
- Allow children to share and develop their ideas with each other before contributing to a class wide bank of information.
- Developing children's vocabulary by immersing them in a language rich environment.

SPaG

Children focus on an area of their year group's curriculum objectives as a daily 10-minute starter. This can be either spelling, punctuation, or grammar. The focus is taught and then children complete a short activity out of context to affirm the skills that has been taught.

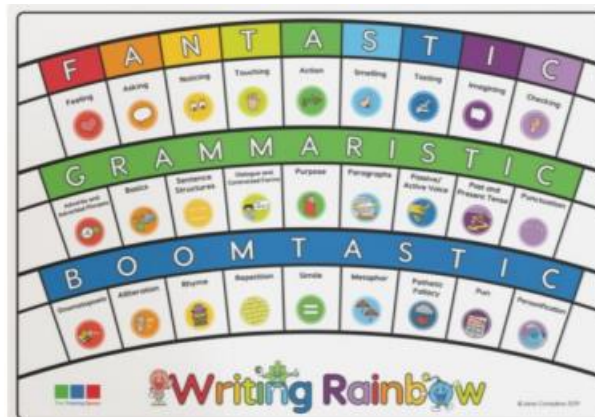
Spellings

From year 2 (once the children have completed the RWI phonics programme), classes follow the Read Write Inc. Spelling Programme for 15 minutes per day. Through exploring spelling patters and rules, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics. Children are taught to:

- Spell accurately and identify reasons for mis-spellings.
- Proof-read their spellings
- Recognise and use word origins, families and roots to build their skills
- Use dictionaries and thesauruses.

The Write Stuff

In years 2-6 (+ summer term in year 1) we follow 'The Write Stuff'. This scheme, founded by Jane Considine, is a step-by-step framework for teaching writing. Each session is broken down into three learning chunks therefore focusing on three aspects of the writing skill. Teachers plan their sessions using The Writing Rainbow (see below) and the SPaG expectations for their year group.



The Write Stuff brings clarity to the mechanics of writing and provides clear systems through which to focus the writer's attention. The combination of fiction and non-fiction units we have carefully selected to follow provide children throughout their journey with the experience of a wide range of high-quality texts and authors. In our lessons teachers follow a repeated pattern of 'initiate', 'model', and 'enable'. Whereby they use the three zones of writing to provide a consistent whole school systematic approach to writing carefully constructed sentences.

A 'three chunk' writing session would appear like the following:

Initiate	Model	Enable
<p>Learning chunk 1 – Repetition</p> <p>Share chapter 1. Look at repeated words. Gather a bank of vocabulary to use in our own repetition.</p>	<p>Teacher model</p> <p>The day had eventually arrived: it was here, really here. Michael could see nothing but water: endless water. Endless and all around him.</p>	<p>Pupils then create their own sentences using word repetition for effect.</p> <p>Encourage to use SPaG skill from starter</p> <p>HA: Deepen the moment</p>
<p>Learning chunk 2 – Prepositions</p> <p>Gather a technical word bank for boats</p> <p>Assemble a bank of prepositions</p>	<p>Teacher model</p> <p>On the deck, next to mast, was a bundle of damp blankets.</p>	<p>Pupils then create their own sentences using prepositions.</p> <p>Encourage to use SPaG skill from starter</p> <p>HA: Deepen the moment</p>
<p>Learning chunk 3 – Adjectives</p> <p>Brainstorm furniture and items that might be found in a boat's cabin</p> <p>Gather adjectives to describe the objects</p>	<p>Down below in the cabin were books: dusty and well-read.</p>	<p>Pupils then create their own sentences using adjectives for effect.</p> <p>Encourage to use SPaG skill from starter</p> <p>HA: Deepen the moment</p>

EYFS and

Throughout the Early Years and year 1 we teach writing through a text-based approach, which allows us to meet the needs of the pupils that we are teaching – through choosing a text that will engage, inspire and motivate. As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing in different genres. Through covering one to two texts per term in depth, children are given the opportunity to put their writing skills into practice through fiction and non-fiction.

Handwriting

Handwriting is taught explicitly in lessons and in context when the teacher models correct letter formation. In Nursery, Reception and Year 1, children are taught printed letter formation. Cursive handwriting is taught from year 2.

Impact- What we want the outcomes to be

The main intended impact of our delivery of writing is that all pupils, regardless of background, ability and additional needs, will:

- Enjoy writing across a range of genres
- Can write for a range of purposes and audiences
- Become confident and effective communicators
- Amass a varied vocabulary that they can use across the curriculum
- Can apply spelling rules and grammatical concepts in their work
- Are proud of their writing and have opportunity to see it on display and shared with others in the school and with their families

Looking forward, we intend that by the end of Year 6 most children are meeting ARE and are ready for the secondary curriculum.

Monitoring will take place throughout the year by the Subject Leader through monitoring books, learning walks and consultations with pupils. Further to this, teachers will take part in moderation with other local schools looking at their own year groups.