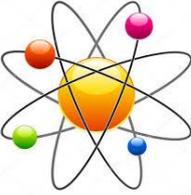




ENGLISH CURRICULUM POLICY 2021-22

			
English	Mathematics	Science	Religious Education
			
Relationships, Sex and Health Education	History	Geography	Languages
			
Music	Art and design	Design and technology	Computing
			
Physical Education	Personal, Social and Health Education		

Introduction

This policy sets out the principles on which we base our practice and reflects the requirements of the 2014 National Curriculum.

Policy development

This policy was developed by the English coordinator, in consultation with staff, pupils and governors.

Vision

At New Haw Community School we have a relevant, deep and broad curriculum that inspires children to love reading and writing and be confident speakers of the English language.

Children are exposed to a wide range of texts of differing genres as well as a variety of teaching strategies. Consequently, children develop the skills, strategies and knowledge they need to take pleasure and meaning from language in all its forms - they will be independent, critical, life-long readers and learners.

We promote speaking and listening exercises that dig deeper into learning opportunities. In this way children become confident, accurate and versatile users of language, in both spoken and written forms. A language-rich environment enables children to become accurate spellers but also to access all areas of the school curriculum through an enhanced understanding of vocabulary.

Our English curriculum ensures explicit teaching of spelling, grammar, punctuation and handwriting, and, subsequently, children leave New Haw with a consistent, cursive and legible handwriting style; the ability to spell most age appropriate words (see National Curriculum); able to make phonetically plausible attempts at new words; able to use all appropriate grammatical techniques for purpose.

Ultimately, we aim to provide children with appropriately differentiated, inspiring, and challenging teaching, which allows them to become mature, logical, and enthusiastic readers and writers.

Curriculum design

Curriculum Map

Unit overview	Autumn term		Spring term		Summer term	
	Text stimulus	Writing genre	Text stimulus	Writing genre	Text stimulus	Writing genre
Year 3	<ol style="list-style-type: none"> 1) Albert's tuneful trunk 2) Willy the Wimp 3) Little Red Riding Hood 4) Bronze Age ebook 5) Against time video 6) The Wizard of Oz 7) The Gruffalo 	<ol style="list-style-type: none"> 1) Character description 2) Character description 3) Fictional diary entry 4) Non-fiction diary entry 5) Setting description 6) Setting description 7) Character and setting description 	<ol style="list-style-type: none"> 1) Paper Bag Princess 2) The Zoo 3) Bubbles video 4) Under the sea poem 5) Dragon video 	<ol style="list-style-type: none"> 1) Story ending 2) Balanced argument 3) Adventure story 4) Poetry 5) Explanation text 	<ol style="list-style-type: none"> 1) Charlotte's Web 2) Wind in the Willows 3) The Elephant Dance 4) The Diabolical Mr Tiddles 5) Sunflower growing 	<ol style="list-style-type: none"> 1) Persuasive letter 2) Diary entry 3) Setting description 4) Newspaper article 5) Instructions
Year 4	<ol style="list-style-type: none"> 1) Mufaro's Beautiful Daughters 2) Harry Potter and the Philosopher's Stone 3) Teacher written letter 4) Teacher written description 5) Digestive System report 	<ol style="list-style-type: none"> 1) Character description 2) Advert 3) Letter 4) Description 5) Non-chronological report 6) Adventure story 7) Diary entry 8) Monologue 	<ol style="list-style-type: none"> 1) Electrical circuits text 2) The Mousehole Cat 3) When Jessie came across the sea 4) Dear Mrs La Rue 5) Dirty Beasts 6) Harris Burdick book 7) Peter Pan 8) Fairytales 	<ol style="list-style-type: none"> 1) Instructions 2) Figurative description 3) Letter and diary entry 4) Persuasive letter 5) Poem 6) Mystery story 7) Character description 8) Playscript 9) Poem 	<ol style="list-style-type: none"> 1) The Firework Maker's Daughter 2) Plastic sucks 3) The Secret Garden 4) Vikings factfile 5) Gregory Cool 6) Geography factfile 	<ol style="list-style-type: none"> 1) Setting description 2) Debate 3) Setting description 4) Newspaper report 5) Story ending 6) Non-fiction presentation

	<ul style="list-style-type: none"> 6) Something fishy video 7) Snowbound text 8) The Chronicles of Narnia 		<ul style="list-style-type: none"> 9) Haiku poems 			
Year 5	<ul style="list-style-type: none"> 1) Sensational Poetry 2) Stig of the Dump 3) Alice in Wonderland 4) Tim Peake article 5) Victorian factfile 6) A Christmas Carol 7) On Angel's Wings 	<ul style="list-style-type: none"> 1) Poem 2) Setting description 3) Diary entry and informal letter 4) Biography 5) Non-chronological report 6) Character description and persuasive speech 7) Recount 	<ul style="list-style-type: none"> 1) There's a Viking in my bed 2) The Highwayman 3) The Piano 4) Robin Hood 5) The Three Little Pigs 	<ul style="list-style-type: none"> 1) Letter 2) Diary entry and article 3) Personal narrative 4) Adventure story 5) Persuasive argument 	<ul style="list-style-type: none"> 1) Beowulf and Frankenstein 2) Clockwork 3) Swan Lake 4) Sherlock Holmes 5) The Lighthouse video 	<ul style="list-style-type: none"> 1) Narrative 2) Description 3) Newspaper report 4) Mystery narrative 5) Narrative ending
Year 6	<ul style="list-style-type: none"> 1) Fireworks poem 2) The sea is a hungry dog 3) Variety of genre texts 4) Social media text 5) Loch Ness Monster 6) WW2 text 7) Rose Blanche 8) Evacuation text 	<ul style="list-style-type: none"> 1) Poem 2) Poem 3) Character description 4) Debate and persuasive 5) Balanced argument 6) Diary entry 7) Setting description 8) Non-chronological report 	<ul style="list-style-type: none"> 1) Holes 2) Code Red 3) Eruption 4) Bear Grylls Patagonia text 	<ul style="list-style-type: none"> 1) Formal letter and explanation text. 2) Monologue 3) Diary entry 4) Persuasive letter and diary entry 	<ul style="list-style-type: none"> 1) Eclairs 2) Broken video 3) Save the tigers 4) Sherlock Holmes 5) A Midsummer Night's Dream 	<ul style="list-style-type: none"> 1) Description 2) Narrative 3) Non-chronological report 4) Mystery narrative 5) Playscript

Rationale

At New Haw, we follow the sequence of learning as set out in the National Curriculum framework for English. Our curriculum provides children with an understanding of the power of the word in all its forms and the ability to use the written and spoken word to express themselves. They learn that reading, writing and spoken language are key components to success in every aspect of the curriculum and the wider world.

Our whole curriculum has the common thread of high-quality vocabulary. We know that a child with weak language skills is statistically more likely to fall behind their peers by the end of KS2 and further into adulthood. This means we have a strong focus on developing pupils' vocabulary through the Word Aware programme. Pupils are exposed to high-quality vocabulary in meaningful ways that helps build their ability to read, write and articulate themselves.

Spoken language has a high profile at New Haw and is woven through many aspects of the curriculum. We understand the value of being able to verbalise your ideas, opinions and feelings articulately. In order to support this, we seek every opportunity to develop oracy across the whole curriculum. This takes many forms, such as drama in a range of subjects, debate and performance (poetry, class assemblies and more).

We recognise that learning to read is one of the most important things that children can learn in school - it is fundamental to accessing all areas of learning and functioning in modern society. We know that being a fluent reader allows pupils to comprehend texts that are more complex, so a greater emphasis is put on decoding in lower KS2 in order to set children up for success in later years.

Upon entering the school, every pupil is screened for their ability to read and write the 44+ phonemes and all their representations. Many pupils are not completely confident in all phases of phonics teaching. All pupils are then grouped within their year group and taught phonics targeted at their ability. At New Haw, we have a tailored phonics scheme, which is based on the Dandelion Readers programme. It follows the same sequence as Letters and Sounds but is a more accelerated scheme that is aimed at KS2 pupils. These lessons provide pupils with opportunities to read and write in a variety of contexts. In year 4 and above, pupils who are below age related expectations for reading and/or spelling are screened and then taught in small groups by a trained teacher or assistant. The texts used in the scheme are high interest, low threshold texts to ensure engagement for all.

During every unit of English, children are exposed to high-quality texts from a range of cultural, historical and social contexts. Pupils encounter fiction and non-fiction texts that differ in style and genre. These genres are revisited in a spiral curriculum that allows pupils to build on prior learning and expand their understanding with increasing complexity.

At New Haw, we believe in immersing our children in texts through reading and analysing the skills of an expert writer. This is important because, through this immersion, children become aware of the language skills of a writer and use this as a model for their writing. Using this model, children develop greater competence in the conventions of spelling, punctuation, sentence structures and text organisation. English units of work last between 1 and 3 weeks, are centred on a high-quality stimulus, and carefully sequenced to support pupils' writing. In the majority of cases this is a written text, but occasionally may be film. If a video is the main stimulus, a high-quality supplementary text will be used (this may be created by the teacher). Texts are aimed at the high end of the year group expectations for reading to ensure all abilities are exposed to rich vocabulary and ambitious literature. Our English curriculum extends themes and texts over a number of weeks to allow children total immersion in a topic and this lesson structure allows for development of writing skills (imitation, innovation and application of new skills and ideas). This allows children to engage with a topic or text in a more meaningful way to extend their learning. It will enable them to express feelings, thoughts and imaginative ideas in verse and prose and to foster writing that is clear, direct, logical, vivid, and appropriate for a specific audience.

Pupils are given the opportunity to deliberately practice writing in a variety of fiction and non-fiction styles and genres across all year groups. This spiral approach to writing means children revisit prior learning and build upon this with increasing complexity. Pupils are encouraged to develop their own ideas, vocabulary and creativity with increasing freedom of choice as they progress through the school.

Assessing progress

Formative assessment

Formative assessment is carried out by the teachers on a daily basis. On completion of a lesson, after viewing the work completed, the teacher assesses learning using learning objectives. This assessment informs future learning and identifies where additional support is required. This is followed with whole-class feedback where teachers address the needs of the children in their class. Teachers hear children read 1:1 at least every 2 weeks and much more frequently for those children not working at age expectations. This enables teachers to monitor progress, as well ensuring children are on the correct stage book.

Summative assessment

In Years 3-5, NFER assessment tests are carried out in the autumn and summer terms in reading and spelling, punctuation and grammar. In Year 6, autumn NFER assessments are used before moving to past SATs papers in spring & summer. Test results and standardised scores are recorded centrally using the NFER Online Hub for monitoring and analysing purposes. Writing is formally assessed every half term. Children complete an independent piece of writing which is then assessed using the school Assessing Pupil Progress grids. These grids were created by staff using the National Curriculum.

Delivery

Our units are structured in the following way. First, children are introduced to a text which acts as a model/inspiration for their writing. The unit then builds by exploring the technical grammatical elements of writing, in the context of the genre, to help children understand the relevance of grammar. Lessons also focus on vocabulary development - a limited vocabulary is a significant barrier to children being able to adapt their writing to different styles and genres. Towards the end of the unit, pupils complete extended writing pieces in draft, which develops the editing aspect of the writing process and practises the skills taught. Finally, pupils edit, improve and publish their writing, developing their ability to amend writing, as an authentic author would also do.

Enrichment

Every opportunity is taken to expose the children to a range of experiences linked to the English curriculum. When possible, New Haw seeks to invite authors into school to speak to children and inspire future readers and writers. Taking part in a class assembly twice a year offers pupils the chance to develop their oracy skills. Oracy is also supported by participation in the Year 6 production, the Christmas and Easter assemblies and a young Shakespeare workshop in year 6. New Haw seek opportunities to expose children to debating with a debate unit in every year, as well as lessons in foundation subjects. New Haw seeks opportunities for children to participate in debating events and competitions locally. World Book Day promotes a love of reading and exposes the children to new authors. Our school library and classroom books corners are supplemented by the Hampshire Library Service. As part of this service, pupils have the opportunity to review books and access audiobooks and eBooks on the online platform. Furthermore, New Haw hosts school book fairs twice a year to allow pupils access to purchasing books targeted at their age group.

Inclusion

At New Haw it is our belief that *all* children, including those with special educational needs and/or disabilities, are entitled to have full access to the school's rich curriculum. Our emphasis is on 'scaffolding up', rather than 'differentiating down'. Our ambition for pupils with SEND is the same as for their peers.

Teachers carefully consider ways in which they might reduce the barriers that pupils with specific needs face in accessing the curriculum. They may consider in greater detail the building blocks of knowledge that some pupils need to access the curriculum. They also consider the most appropriate way for specific pupils to learn aspects of the curriculum. This might include, for example, redesigning teaching materials,

giving pupils more time to complete tasks etc. In addition, they consider appropriate accessibility for educational trips and visits.

Monitoring impact

The English coordinators, in conjunction with year teams, carry out regular monitoring of the subject, including pupil voice interviews, work-sampling, learning walks and lesson observations. Outcomes are presented at senior leadership meetings and key priorities identified form the basis of coordinator action plans. These then feed into the school development plan.

Coordinator

The English coordinators at New Haw are Elizabeth Carter-McQueen and Rachel Dempsey.

Review

This policy was last reviewed on 5th July 2021, and will be reviewed again in summer 2022.