

Intent:

What do we want children to learn?

At South Marston, we understand that all the skills of language are essential to participating fully as a member of society. Our aim 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 shapes our English curriculum, our school curriculum, our school values and the ethos at South Marston. Our English curriculum aims to ensure that all children:

- **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 of **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**

Our English Blueprint



Implementation:

How do we do it at South Marston CofE Primary School?

English at South Marston, places reading as its core, allowing pupils to develop culturally, emotionally, intellectually, socially and spiritually. We work on promoting a love of reading in all children and are proud of our reading areas in school. All KS2 classes implement a whole-class guided reading approach where high-quality texts are used to ensure all children have access to rich language and complex contexts in a supportive environment.

Each term we use a high-quality text, chosen for specific cohorts and year group demands, to focus our learning around. By looking at grammar and language in context, we believe children will have a greater ability to apply their learning to their own writing. We use progression of skills and knowledge to inform our planning to ensure that learning builds upon the learning and skills development of previous years. This allows us to identify any gaps and address them quickly.

We follow the Read, Write, Inc (RWI) approach to teaching Reading and Phonics in EYFS/ KS1, supplemented with additional reading materials. Our approach is systematic, consistent and rigorous in order for all children to become readers as quickly as possible. In Key Stage 2 we continue to learn spellings and reading through a phonics-based spelling programme.

Impact:

On leaving South Marston CofE Primary School children will:

Children will have a **positive attitude** towards English. They will be able to use learnt **communication skills** to contribute to **community** and provide **hope** for their futures. Children will have been exposed to a range of high-quality, stimulating texts which will help to provide a **lifelong love of reading**. They will become confident readers who can **discuss and evaluate** their reading texts. Children will be **effective communicators** and apply this skill with a range of audiences and situations, allowing them to **flourish**. Children will be **thoughtful, reflective** writers who are able to write for different purposes effectively and are able to **independently** review and improve their own work.

What English looks like at South Marston CofE Primary School?

Our English planning is based on National Curriculum Statements. In writing, we use a 3 weeks progressive unit plan, teaching backwards to achieve end of unit writing and ensure that each session builds on the previous one. In reading, we follow a whole-class reading approach in KS2 and Y2. The lessons are planned to ensure coverage of the National Curriculum Reading statements. In Y1 and Reception, we follow the RWI programme for phonics and reading. Spelling is taught discretely, three times a week and is applied across all English lessons. We embed speaking and listening across the English curriculum, as well as teaching Speaking and Listening skills discretely.