















# English Curriculum Rationale



At Bradway, our approach to English is that all children can and will achieve. We recognise how closely literacy skills are linked to children's life chances and we work relentlessly to ensure our children leave school able to speak clearly, listen carefully, read fluently and write effectively. Vocabulary development weaves throughout each of these strands and across our entire curriculum, supporting children to communicate their thoughts and ideas as well as develop an understanding of the views of others.

INTENT	IMPLEMENTATION	IMPACT
 <p><b>Alignment to</b></p> <p>The school follows the Little Wandles' Letters and Sounds Revised programme until children can fluently decode. In each year group, children are exposed to a range of high quality children's literature, full of ambitious vocabulary across a range of genres. Beyond whole class texts, our children have access to a broad selection of books from the classics to newly published works. Writing is taught following a whole school writing sequence, with handwriting and spelling taught both within and outside of this sequence.</p>	 <p><b>Pedagogical</b></p> <p>All our children access the same high quality lessons in phonics, reading and writing. Core concepts are regularly returned to through whole class teaching and high quality feedback is used to address common misconceptions. Early interventions are used to close gaps and accelerate progress for children who may have fallen behind. Reading and writing skills and knowledge are taught within the context of the text in which the children are immersed so that children can read as writers and write as readers.</p>	 <p><b>Approach to</b></p> <p>We use a wide range of data sources to support our judgements in reading; this includes phonics, book study techniques, Accelerated Reader, Benchmarking, Lexia, and Headstart assessment. In writing, our end of unit outcomes are moderated across year groups, against the programmes of study. We are supported in this by our literacy consultant, to ensure our judgements are reliable and externally validated. Alongside children's own writing, we use Rising Stars spelling and grammar papers to inform our knowledge of children's gaps.</p>
 <p><b>End Points</b></p> <p>We are very clear about being ambitious in all year groups communicating high expectations and providing scaffolding for those who need support. The aim is for all children to become frequent readers who read for pleasure, and are confident authors, who adapt their writing for a variety of purposes and audiences. We expect our children to leave school being able to speak eloquently and listen attentively so they can convey their views but also consider and evaluate different opinions.</p>	 <p><b>Teachers' Expert</b></p> <p>Continued teacher development is central to the success of pupils' outcomes in English. All teachers engage in half-termly CPD, working alongside our English consultant. We work together to create high quality sequences of learning which are bespoke to the year groups' needs and designed to increase the number of children working at the greater depth standard.</p>	 <p><b>Performance Data</b></p> <p>End of term teacher judgements are informed using the above sources and these are discussed with several members of the leadership team to ensure attainment and progress is on track for all pupils, particularly the most vulnerable. Children who are working significantly below their year group are assessed using the Birmingham Toolkit so we can break down their progress into smaller steps.</p>
 <p><b>Sequencing</b></p> <p>Our English curriculum follows a spiral structure therefore key concepts are revisited and taken to a greater level of depth. Reading strategies of background knowledge, inference and prediction, vocabulary, visualise, fluency and questioning are taught consistently across all year groups. Our writing sequence starts with immersion followed by text analysis, spelling and grammar skills, planning, writing, editing and redrafting. All aspects of narrative are revisited each year alongside a range of non-fiction units.</p>	 <p><b>Promoting Discussion</b></p> <p>Our English programme includes knowledge and vocabulary that is specific to the units that pupils are studying and our immersion in whole class texts naturally facilitates discussion. Teachers impart a passion for English, incorporating regular speaking and listening exercises into their teaching which enable pupils to absorb and use a wide range of vocabulary.</p>	 <p><b>Pupils' Work</b></p> <p>Appropriate to their age and stage of development, children record their English work in reading and writing books, increasing in breadth and depth as they mature. In EYFS and KS1, letters are formed in the pattern laid out in our phonics scheme which ensures children print before they are taught to use a cursive script. In KS2, all children are explicitly taught how to join letters and pupils work across a range of skills books for practise, assessment books for extended writing and publishing books for selected pieces of writing.</p>
 <p><b>Addressing Social</b></p> <p>A key principle of our teaching is about the belief that every child can engage with the curriculum for their year group, unless they have a significant developmental delay. We recognise that our disadvantaged children often come to school with a limited vocabulary and reduced access to texts. Through the pupil premium, we increase children's access to high quality text which they can take home and share with their family. Increased monitoring and diagnostic assessment are used to identify specific barriers which are addressed through targeted interventions.</p>	 <p><b>Knowing More and</b></p> <p>Our writing curriculum has been carefully constructed to present key writing concepts in a logical sequence and return to these in increasing complexity. Teachers use retrieval practice to support important concepts and vocabulary being transferred into long term memory and, in writing, build to a finished piece of work that demonstrates what a child has learn through their unit.</p>	 <p><b>Talking to Pupils</b></p> <p>Pupils are regularly consulted about their reading interests and our Reading ambassadors work with school staff to ensure our wide range of books are regularly updated in each year group. Teachers regularly use informal pupil voice when making decisions about their English curriculum, making changes to reflect interests.</p>
 <p><b>Local Context</b></p> <p>While most children in school express an enjoyment for reading, we recognise that some don't have the same passion. To address this, we continually audit our stock to ensure a diverse range of identities are reflected in the stories our children read. Reading ambassadors gather pupil voice to ensure children's favourite authors and interests are represented across our school libraries. Reading is continually promoted across the year, with further enrichment activities including the Sheffield Children's Book Awards, visits to local libraries and whole school events on World Book Day.</p>	 <p><b>Teacher Assessment</b></p> <p>Regular checkpoints are used while teaching phonics and book study lessons to provide teachers with a clear picture of children's gaps. These are addressed both within the lesson and in during interventions. In writing, teachers use a combination of whole class and individualised feedback to address common misconceptions leading up to an extended piece of work. Bespoke marking of extended writing is used to draw children's attention to their strengths as an author and areas for future development.</p>	<p><b>Links / References</b></p> <p><a href="https://www.littlewandlelettersandsounds.org.uk">https://www.littlewandlelettersandsounds.org.uk</a></p> <p><a href="https://www.renlearn.co.uk">Accelerated Reader - UK, Ireland and International (renlearn.co.uk)</a></p> <p><a href="https://www.lexia.com">Lexia Core5 Reading   Lexia Learning</a></p> <p><a href="https://www.plazoom.com">Plazoom   Making great literacy lessons easy</a></p>