Curriculum statement for the teaching and learning of English

At Inspire Academy Primary School, our curriculum is carefully planned, tailored, progressive and aspirational. It ensures learning that contextualises, addresses cultural deficit and gaps in knowledge and experience, and that ultimately equips our children for the next stage of education and for life beyond.

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| INTENT | At Inspire Academy, we have a clear, consistent approach to the teaching of reading. We recognise that competence in reading is the key to independent learning and it is therefore given the highest priority, enabling all children to become enthusiastic, independent and reflective readers. The importance of early reading begins as soon as the children walk through the door in EYFS, building on their phonetical understanding and applying across the curriculum. Success in reading has an impact on all areas of the curriculum and is crucial in developing children's self-confidence and motivation. We want the children to read for pleasure, having had access to a wide range of text types, genres and authors throughout their time with us, in order for them to make informed opinions about their favourite texts and authors.  English teaching and learning at Inspire Academy seeks to ignite a passion for written and spoken language. Pupils will leave Inspire writing with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat cursive handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new ambitious words and then use them when speaking and writing both informally and formally.  We also strive to ensure that our children apply all of these English skills to all areas of the curriculum. | | | |
| **Underpinned by** | **High Expectations** | **Modelling** | **Fluency** | **Vocabulary** |
| All children are expected to succeed and make progress from their starting points.  Staff consistently model high expectations in English through written and spoken language. | Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.  Teachers model writing through ‘shared writes’ across the school. | Children apply English skills with ease throughout all of the curriculum. | Ambitious vocab is taught explicitly and is expected to be applied in everyday situations. |

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| Implementation | **Phonics**  We teach phonics via our own adapted Inspire phonics policy. The children read decodable books that match their phonics level. Phonics is taught each day throughout EYFS and KS1. | **Guided Reading**  Throughout school, classes complete guided reading activities three times a week. In EYFS the children complete a carousel of activities, whereas throughout KS1 and KS2 a whole class approach to guided reading is used. A wide range of progressive texts are used incorporating the whole curriculum and exposing them to high quality authors and genres. | **Class texts**  Every class has high quality which where possible are linked in with their current units of work. The texts are carefully and appropriately selected ensuring the pupils are exposed to a range of diverse authors which challenge and excite them. |
| **Reading for Pleasure**  Staff read to the children each day, modelling the excitement and expression that story telling brings. We encourage our children to visit their local library as well as borrow books from our school library. Staff also talk to the children about their favourite books to ignite the passion that we all have for reading within. | **SPAG**  Spelling and grammar is taught within English lessons, linked into the current unit and as starters to recap and consolidate previous learning. This sets out a clear pathway for progression throughout all year groups. | **Progressive genres and units of writing**  Each year group has the opportunity to write in a range of genres, building on their previous knowledge and skills. These text types are revisited within the year to consolidate those skills. |
| **Cross Curricular**  Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects. We aim to intertwine English with all areas of the curriculum. | **Shine Reading Interventions**  To support children and address gaps within their reading skills, staff deliver scaffolded Shine Interventions focusing on specific content domains. | **Whole school events**  We celebrate national days such as World Book Day. These events bring the whole school together to concentrate on one theme. |

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| Impact | PUPIL VOICE  Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations. | EVIDENCE IN KNOWLEDGE  Pupils can make links between texts and the different themes and genres within them.  They can recognise similarities and differences. Children understand the reading and writing process. | EVIDENCE IN SKILLS  Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.  . | OUTCOMES  At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention. |