



English at East Park Academy

INTENT

At East Park Academy, our English curriculum incorporates reading, writing and oracy. We intend for our children to develop a life-long love and passion for reading. We aim for all of our children to be confident, fluent readers who read widely, read often, read for pleasure and read to learn. We intend for our children to become confident writers who develop a love of writing for different purposes. We intend for all of our children to find their voice and to be able to express themselves confidently and fluently. We intend for the English skills that children develop to support their learning across all other subjects.

Our English curriculum is designed to enable each pupil to:

- Develop a range of writing skills – a toolkit – so that they can write to inform, to entertain, to persuade and to discuss
- Show an awareness of audience and purpose in their writing
- Develop skills to plan, draft, edit and improve their writing
- Understand and use a wide range of vocabulary
- Speak confidently in a range of situations
- Articulate ideas through their writing and speaking
- Become active and reflective listeners who show an awareness of their audience
- Become fluent, confident readers
- Have exposure to a wide range of high quality fiction, non-fiction and poetry books that enable children to develop their cultural capital that enables them to learn about and name things that are outside of their daily experience
- Develop a full range of comprehension skills to deepen their understanding of what they read
- Confidently spell and to apply these spellings within their writing
- Develop a neat and joined handwriting style

IMPLEMENTATION

At East Park Academy we are committed to teaching high quality English lessons that meet our aims for each of our pupils. This learning begins in our Nursery and Reception classes with a language rich learning environment that supports our children to develop their Communication

and Language, Reading and Writing skills. Children learn through a balance of direct teaching and opportunities to apply their learning through provision and play.

In KS1 and KS2, children will have a daily English lesson, a whole class reading lesson four times per week and oracy teaching that is a feature throughout the whole school curriculum. Our teachers plan stimulating experiences and opportunities within English lessons and across the curriculum that ensure writing, reading and oracy skills are embedded throughout a range of different contexts. Reading enables children to access their learning and writing enables children to communicate their learning. Our amazing school library, our extensive range of guided and home school reading books and our classroom book areas, ensure that our children have access to a fantastic range of literature to support their English development.

English is taught to all of our children and we provide learning opportunities that enable all pupils to make progress, including SEND pupils, EAL pupils and Pupil premium children. We do this by ensuring that children are provided with appropriate support and scaffolding within English lessons to enable them to succeed

Statutory requirements for the teaching of English are laid out in the National Curriculum in England Framework Document for Teaching, September 2014 and the Statutory framework for the Early Years Foundation Stage, September 2014.

High quality mapping of texts

To ensure that children access a wide range of high quality texts, we identify six key texts for each year group that must be covered within whole class reading, English or as a class text.

| Year Group | Texts |
|------------|--|
| Nursery | <ul style="list-style-type: none"> ➤ The Very Hungry Caterpillar ➤ We're Going on a Bear Hunt ➤ Each Peach Pear Plum ➤ Dear Zoo ➤ You Choose ➤ Hairy Maclary |
| Reception | <ul style="list-style-type: none"> ➤ Owl Babies ➤ The Gruffalo ➤ Whatever Next! ➤ Mrs Armitage on Wheels! ➤ Handa's Surprise ➤ 6 Dinner Sid |
| Year 1 | <ul style="list-style-type: none"> ➤ Beegu ➤ Dogger ➤ Where the Wild Things Are ➤ Lost and Found ➤ Peace at Last ➤ Fantastic Mr Fox |
| Year 2 | <ul style="list-style-type: none"> ➤ The Hedgehog ➤ The Twits ➤ The Day the Crayons Quit ➤ Not now Bernard! ➤ Amazing Grace ➤ The Owl who was Afraid of the Dark |

| | |
|--------|--|
| Year 3 | <ul style="list-style-type: none"> ➤ Charlotte's Web ➤ The Iron Man ➤ The Stone Age Boy ➤ Frog and Toad Together ➤ Meerkat Mail ➤ The Battle of Bubble and Squeak |
| Year 4 | <ul style="list-style-type: none"> ➤ Clockwork ➤ Kindlekrax ➤ Lion, Witch and the Wardrobe ➤ Ice Palace ➤ There's a Werewolf in my Tent! ➤ The Miraculous journey of Edward Tulane |
| Year 5 | <ul style="list-style-type: none"> ➤ Street Child ➤ Boy at the back of the class ➤ The Midnight Fox ➤ Brightstorm ➤ Kensuke's Kingdom ➤ Skellig |
| Year 6 | <ul style="list-style-type: none"> ➤ Holes ➤ The Nowhere Emporium ➤ Wonder ➤ Can you see me? ➤ Room 13 ➤ Goodnight Mister Tom |

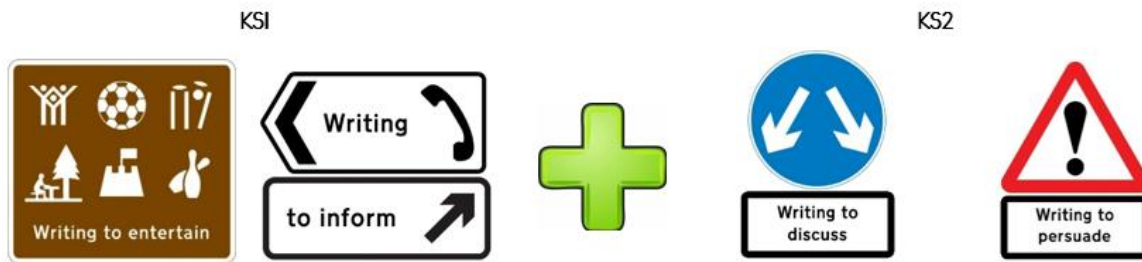
Reading

Our reading curriculum has been designed by the staff and children of East Park so that children learn to read and then read to learn. Our teachers have secure subject knowledge and have high expectations for all of our pupils. Children begin to develop their early reading skills through systematic phonics teaching that enables them to decode words and to read words on sight. These early skills are developed alongside daily shared reading opportunities. Whole class reading lessons in KS1 and KS2 ensure that all children access high quality, ambitious texts each week. Children being read to is a key feature of our reading approach so that children hear good models of highly expressive reading on a daily basis. Children also have the opportunity to develop their own reading skills each session through a combination of independent and collaborative reading. Children will develop their comprehension skills through teaching of specific skills linked to vocabulary development, inference, prediction, explanation, retrieval, sequencing and summarising. Children will be able to identify how language, structure and presentation contribute to the meaning of what they read and will be able to compare the styles of different authors. Children will produce written outcomes linked to their reading twice per week and will work towards an oracy outcome in the other two lessons.

Writing

A sequence of English lessons are planned for as part of a writing journey that can last between one and two weeks. Teachers begin each journey with an **Establish** moment – an exciting hook

that identifies a clear purpose of why children are writing and who they are writing for. At East Park, children have four key writing purposes that they will learn about:



Once a purpose and audience are established, children will **Explore as a Reader** and **Explore as a Writer** before they begin to **Evolve** their own piece of writing. This stage will include children planning, drafting and editing their work before they **Exhibit** their final piece. Children's writing will be captured within their English books, drafting books, through writing opportunities in other subjects and as part of learning displays. Children will be confident to apply their writing skills to support their learning and to develop their subject knowledge across the wider curriculum. All of our classrooms will have a learning display dedicated to sharing the current writing journey and celebrating children's writing.

Oracy

Oracy will not be taught as a discrete subject at East Park; instead oracy skills will be taught and developed throughout English and other areas of the curriculum. Children will learn to talk and will learn through talk in reading lessons, throughout our writing journey and will work towards an oracy outcome linked to key concepts within our science and humanities curriculum. The four key strands of the oracy framework underpin these teaching and learning opportunities: physical, cognitive, linguistic, social and emotional.

Spelling and handwriting

Handwriting begins in our Early Years with children given access to a wide range of writing tools and mediums to develop their early fine motor skills. Discrete spelling and handwriting lessons take place three times per week for children in KS1 and KS2. Our handwriting curriculum is based on Nelson's handwriting scheme. Children across East Park are motivated to improve their handwriting through the awarding of an 'On my way to pen licence' for children who have developed a neat handwriting style with the emergence of joins or a 'Pen licence' for children who have a fully joined handwriting style. Spelling lessons include children learning Year group spelling rules and common exception words along with individual spelling lists from their own writing.

Assessment and recording

In Early Years, children's progress and attainment is measured using Development Matters ages and stages. Learning is captured within a child's individual learning journey. In KS1 and KS2, children's progress and attainment in English is measured using our Teacher Assessment Frameworks (TAFs) for reading and writing. TAFs are updated each week to record the learning that is taking place each week and to identify any gaps that children have in their learning to inform future planning or to identify interventions. Teachers use TAFs and Development Matters to make three summative judgements per year: at the end of Autumn term, Spring term and Summer term. Year group moderation and MAT moderation takes place each term to support the accuracy of the judgments being made. Termly data in English is shared with parents through our termly pupil progress slips. Children in Years 2 and 6 undertake national tests in reading during the Summer term.

Staff CPD

As part of our weekly programme of staff CPD, there will be an English staff meeting once per term. This will include CPD linked to sharing our East Park approaches; developing staff subject knowledge, sharing planning ideas and reviewing our teaching and learning. Monitoring of the quality of teaching of English, led by the English subject leads and the Senior Leadership Team, identifies priorities for moving forward and enables best practice to be shared. Year group and individualised CPD, led by our English leads, will regularly take place to ensure that our practise is continually being reviewed and moves forward.

Staff workload

Staff workload and well being are a high priority at East Park Academy. Our feedback approach supports this as the majority of feedback is delivered within the lessons and in the moment with the children so that this can be acted upon. After lessons, class teachers will read through any completed reading and writing learning and assess what children need for the following lesson. There is no expectation for children to be given written feedback in their books and this has a significant impact on staff workload.

Parental engagement

Home reading has an important part to play in a child's reading development. All children are provided with a home-school reading diary and parents are asked to read with their

child at home each day and record this within the diary. Parents are also asked to support with practising spellings that are sent home each week. English parent workshops are held throughout the year including Reception writing workshops, Nursery language workshops and phonics workshops so that parents are able to support their child at home. Throughout the year, we celebrate events to support English including World Book Day and Literature Week.

IMPACT

The teaching of English, including within reading and writing lessons, is of the highest quality at East Park. Children make rapid and sustained progress with their reading, writing and oracy skills and they are passionate about their learning. English books, reading books and curriculum books reflect high quality outcomes. Children are able to talk confidently about their learning and can remember their learning from earlier within the year or from previous years.

Being a confident reader, understanding what is read and being able to read to acquire new knowledge, and being a confident writer, understanding how to write informally and formally for different purposes and audiences, has a direct impact on our children's skills for not only the next stage of their education but also their future life opportunities. English skills helps our children to learn about the world that we live in, to stimulate their imagination and creativity, to acquire new skills and experiences, to achieve their aspirations and to be prepared for life in modern Britain.