

ENGLISH AT GLYNWOOD

ENGLISH CURRICULUM

- The curriculum for English is broad and balanced because it covers the national curriculum in a way that incorporates a broad range of knowledge and skills, using a range of high-quality, stimulating texts as hooks for learning and context.
- The curriculum is ambitious in that it is an entitlement for all pupils, regardless of their starting points. This applies to the English curriculum in its entirety. Scaffolding and build-up of substantive and disciplinary knowledge allow for children to access challenging work.
- Children are taught to read using synthetic phonics from the first week in Reception. We use Read, Write Inc. (Please see additional phonics information)
- The English scheme of work for Glynwood is directly linked to the English National Curriculum for England and Wales.
- The scheme of work provides teachers with a structured framework appropriate for the age and expectations for each year group.
- Age-appropriate, high-quality books are carefully chosen to ensure progression, diversity and interest with a range of different genre writing styles. Class texts form the stimulus to teach comprehension, grammar, punctuation and vocabulary.
- The English scheme is a guide to support teachers by providing a framework of age-related expectations linked directly to the National Curriculum.
- The curriculum is ambitious. Teaching is adapted to ensure that all children can confidently access the curriculum with a variable approach, either through scaffolding or extension.
- Children are exposed to a range of fiction, non-fiction and picture books from classic to new aspiring authors and from a range of different countries, cultures and backgrounds.
- Grammar, punctuation and spelling is appropriate for the age of children taught and follows the National Curriculum guidelines, supported by RWInc Spelling from years 2 to 6. Year 1 children use the National Curriculum spelling appendix to support spelling.

PEDAGOGY

We have a teaching and learning cycle for teaching English which uses Rosenshine's *Principles of Instruction*. This includes regular revisiting of learning, as well as frequent application of taught skills to help embed learning in to the long-term memory.

Activities and tasks use high-quality texts as stimulus to ensure that children have a context for their work.

Talk partners and paired/ group work is used to encourage independence and team work.

High-quality books and resources have been carefully chosen and scrutinised to ensure opportunities for effective modelling. For children with SEND, learning is scaffolded in an appropriate way for their area of need. This may be through pre-teaching, visual prompts or adapted resources

SEND APPROACHES

- A curriculum that is carefully scaffolded and adapted to meet the needs of children with SEND;
- End goals are identified by the class teacher dependant on their starting points;
- Interventions;
- Pre-teaching;
- Scaffolding;
- Adaptive teaching (resources that directly address barriers to learning ensure that children feel included and able to achieve in lessons);
- One to one support for higher levels of need;
- Outside agencies and support from professionals;
- Pro-active SENCo who works directly with staff to provide support and advice;
- Close family working and communication;
- Over-learning opportunities to ensure learning is embedded;
- Nurturing approaches to ensure positive attitudes to learning;
- Where children have higher levels of need and are supported by a EHCP and/ or a one to one support assistant, bespoke curriculums may be adopted. This is always within the context of the subject of the rest of the class wherever possible (although this may not be the case when children require contexts within their interests in order to motivate and ensure inclusion.)

ORDER OF TEACHING

1. Structure of Text
2. Comprehension skill practice
3. Vocabulary
4. Sentence Structure
5. Punctuation
6. Planning for writing (return to structure of text etc when needed)
7. Writing Outcome
8. Redrafting and editing
9. Handwriting

DISCIPLINARY KNOWLEDGE & SKILLS

In writing, it is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. In both reading and writing, it is the process of thinking critically and creatively using the automaticity of substantive knowledge.

Disciplinary knowledge is the way children use their substantive knowledge in context. For example, using substantive knowledge of full stops, capital letters, commas, past tense, passive voice in order to write a news report.

ASSESSMENT

- Children's work is assessed formatively on a daily basis using a range of approaches. This assessment is then used to inform and shape future learning, as well as identifying children who may require further support and adaptations to their learning, such as pre-teaching or intervention.
- Summative assessment – Children's writing is assessed at the end of each unit to help inform a judgement of their progress and attainment.
- Teachers use the English scheme of work assessment documentation to support their assessment judgement. Support is given by English leads when needed.
- Reading is assessed in a number of ways. Children complete Star Reader tests every six weeks, which tracks their reading age. Accelerated Reader quizzes are also completed by children when individual reading books are finished. This gives a range of data, which is used to support staff in identifying gaps in knowledge and ensuring that children who require additional input/ adaptive teaching are identified. The teaching and learning sequence for English also incorporates explicit teaching of reading skills, which allows staff to assess comprehensions skills formatively. Key Stage 2 children also complete a termly reading assessment.
- In year 6, children complete statutory assessments for reading, spelling, grammar and punctuation in the summer term. Writing is teacher assessed internally and may be moderated externally by the LEA. Writing moderation also takes place within school.
- Teachers should use shorter independent writing tasks to support and give guidance to children that they can act upon.

SUBSTANTIVE KNOWLEDGE

-Children are taught key knowledge (such as when and how to use punctuation accurately, functions of grammar, spelling and handwriting) in line with the National Curriculum for English. -Substantive knowledge is sequenced by year group, but also through formative assessment.

CULTURE OF ENGLISH

-Engaged and enthusiastic staff – celebrating children's work – displaying work – carefully chosen texts – high quality, well- stocked library – visiting authors – wider curriculum links – World Book Day – Assemblies- allocated reading for pleasure time – reading celebration (planned).