

# Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

**English Curriculum**



Halesowen C of E Curriculum  
English Curriculum

### School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

### Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



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Curriculum Intent

<p><b>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</b></p>	<ul style="list-style-type: none"> <li>• EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021- taken predominantly from the Literacy section whilst also drawing on the Communication and Language, PSED, Understanding the World and expressive Arts and design sections.</li> <li>• Key stage 1 and 2: - National Curriculum.</li> <li>• Use of the documents “Teaching a Broad and Balanced Curriculum for Education Recovery”, “The Reading Framework” and “Validation of systematic, synthetic phonics programmes.”</li> <li>• In writing we follow “The Write Stuff”. In Phonics we follow our own bespoke scheme- supported by the work of Natasha Tuite -The Phonics Queen. For handwriting we follow “Kinetic Letters”</li> <li>• Use of additional resources such as (but not limited to) Twinkl, Classroom Secrets, Lexia, Fred’s reading, Literacy Shed. Manic Street Teachers, spag.com, Education City</li> </ul>
<p><b>PROVISION</b></p>	<ul style="list-style-type: none"> <li>• English is one of the core primary subjects. English is taught daily throughout the school and is broken down into different sessions.</li> <li>• Year groups 1-6 plan their Writing using “The Write Stuff” scheme. (daily)</li> <li>• Year groups 1-6 plan their whole class reading sessions (daily) using an adapted idea from Fred’s reading where fluency is developed by reading and re-reading. We then used Vipers to answer comprehension questions. The lowest 20% of children do guided reading. We focus our afternoon interventions on reading. Reading books are book banded (once children have completed phonics learning).</li> <li>• Year groups R-2 complete daily phonics sessions following our bespoke scheme. This is systematic and all groups follow the same teaching sequence. Children in year 3 and above who need additional support with phonics can also access these materials. Children who are still working on phonics have a reading book matched to phonics.</li> <li>• Children in key stage 2 complete skills sessions where they cover handwriting, grammar and spelling</li> <li>• Children in key stage 1 have handwriting sessions.</li> <li>• All handwriting follows the kinetic letters scheme. In EYFS we follow squiggle while you wiggle and dough disco to refine gross and fine motor movements</li> <li>• In EYFS we have a dedicated daily Phonics session and also cover other aspects of Literacy in taught session and child-initiated time.</li> </ul>
<p><b>KNOWLEDGE</b></p>	<ul style="list-style-type: none"> <li>• English as a curriculum subject is central to much of the learning we do and essential to everyday life. It is critical to many other curriculum areas as children need to be able to confidently speak, listen, read and write and is necessary for most forms of employment. Our curriculum aims for children to become fluent in the fundamentals of English.</li> </ul>



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	<ul style="list-style-type: none"><li>• English knowledge can be split into three key areas: 1) Spoken language 2) Reading – to include a) word reading and b) comprehension 3) Writing a) transcription (spelling and handwriting) b) composition c) vocabulary, grammar and punctuation</li><li>• Spoken language builds knowledge cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. Children should also have opportunities to learn about the artistic practice of drama.</li><li>• In reading children need to develop knowledge of word reading. This is where they learn the graphemes and the phonemes that match them. They also need to be able to read tricky words and common exception words.</li><li>• Children need to develop knowledge of comprehension. They will need to know the VIPERS (Vocabulary, inference, prediction, explain, retrieve and summarise) so they will be able to answer different types of question to fully understand what they are reading. Alongside this they should be exposed to lots of different sorts of books as we want children to develop a love of reading.</li><li>• In writing children will learn the code of writing and how it links to reading so being able to spell phonemes learnt by segmenting. They will also learn to spell common exception words and tricky words. They will learn how to recognise graphemes and how to form letters using kinetic letters. They will also learn how to punctuate sentences and make sure they are grammatically correct (make sense when read back)</li><li>• Children will be taught about features of different genres and different writing techniques.</li></ul>
<b>SKILLS</b>	<ul style="list-style-type: none"><li>• In each area of English, alongside building English knowledge, children are taught a range of skills to apply their knowledge in different contexts.</li><li>• As children learn vocabulary and how to use words correctly they should apply this in different circumstances. It is essential children build confidence in spoken vocabulary and grammar as this aids their understanding of reading and writing. Children should also have opportunities to develop the artistic practice of drama.</li><li>• In reading once the children have the knowledge of some graphemes/ phonemes they can use this knowledge and develop the skill of decoding using phonics and apply this to blending to read words and then sentences. As this decoding develops children should be able to read with increasing accuracy and then fluency</li><li>• Children will use the knowledge of the Vipers to apply to the skill of answering different sorts of questions about a text. They should be able to retrieve simple answers from the text when asked questions initially, at this stage they can also make predictions and then as they progress will be able to use all of the Vipers to answer different types of question to fully understand what they are reading. Alongside this they should be exposed to lots of different sorts of books as we want children to develop a love of reading.</li><li>• In writing children will use the code of writing learnt and apply this when completing their own writing.</li></ul>



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	<ul style="list-style-type: none"><li>• Once this code is learnt (and alongside the learning of this) children will begin to compose pieces of writing. This is where they will be able to write for different purposes. They will apply knowledge of different genres and writing techniques to improve their own writing. They will also learn to proof read and edit.</li><li>• Transfer of skills will be encouraged across different subjects for example writing up investigations in science (applying knowledge of non-fiction writing), being able to read and question sources in history, writing evaluations in Art etc</li></ul>
<b>MEANINGFUL START POINTS</b>	<ul style="list-style-type: none"><li>• Children need to know where subjects exist in real life. One example of this is ... “We are authors” (for writing). This of course could be tweaked so “We are reporters” when they are writing new reports etc. They need to understand what English is and how it can be used in their everyday lives- now and as they grow into adults- particularly for reading.</li><li>• Retention of knowledge and skills is a key focus, as English units build on previous knowledge and skills learnt.</li><li>• We try to make sure that children are read to and study a wide range of texts so they develop that love of reading and develop vocabulary.</li></ul>
<b>VOCABULARY AND LANGUAGE</b>	<ul style="list-style-type: none"><li>• Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use these in the correct context.</li><li>• They should use language to question, enquire, compare, contrast, explain, justify, debate and create (writing for different purposes) within English lessons.</li><li>• Spoken language is vital for pupil’s development across the curriculum- cognitively, socially and linguistically. The quality and variety of language that children hear and speak are key factors in developing their vocabulary.</li></ul>
<b>ENRICHMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"><li>• As English is such a diverse and broad, far reaching subject, children will have the opportunity to transfer skills in other subject areas such writing up investigations in science (applying knowledge of non-fiction writing), being able to read and question sources in history, writing evaluations in Art</li><li>• Children need to understand how English can be used in their school lives outside of lessons for example children will be given the opportunity to write for real purposes e.g. letters to councillors, writing competitions, reading in care homes and to younger children, spelling Bee competition for house events- this will also allow children to understand how English learning may be influential in their future.</li><li>• Making the most of local opportunities- children could make posters / leaflets for local businesses, run their own newspaper / blog</li><li>• Trips, visits and visitors can have English links e.g. to the library, author visits, Visits to inspire writing</li></ul>



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	<ul style="list-style-type: none"><li>• We also have enrichment opportunities such as World Book Day, Roald Dahl Day, Author focus days and Visits, Write Stuff Experience days and the use of Now Press Play</li></ul>
<b>INDIVIDUAL DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can access and present learning, or children with physical impairments can access tools and resources. Scaffold some skills with things like sound mats, success criteria as a tick list to support learning, using visual aids etc.</li><li>• Allow opportunities for curiosity and fascination in all subjects and topics- create awe and wonder- they can get lost in a book!</li><li>• Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey.</li><li>• Nurture ambitions and aspirations- talk about the variety of careers that can use their English skills e.g. author, news presenter, travel writer, journalist,</li><li>• Develop a love and curiosity for reading and writing.</li></ul>