

Curriculum Statement: English

'Writing floats on a sea of talk' James Britton

Whole-School Vision:

At Quest Primary School, we work collaboratively with The Collegiate Trust schools to deliver the shared vision of an **'exceptional education for all.'** We passionately believe that **'Learning Changes Lives'** and are determined that through our school values of **excellence, responsibility and aspiration**, all children will develop to their full potential during their time at Quest Primary.

English Curriculum Vision:

At Quest Primary, we believe that a high-quality education in English will teach pupils to write and speak fluently so they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. English is both a subject in its own right and the medium for teaching; for pupils understanding the language provides access to the whole curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our literacy lessons and the wider curriculum.

When our children leave Quest Primary, we intend them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write 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 handwriting style. Our aim is to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

At Quest Primary School, we recognise that for our pupils to aspire and be successful academically and in the wider areas of their lives, they need to be given rich and sustained opportunities to develop their cultural capital. Analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum which places our school values at the heart of our curriculum.

The Quest Primary Values, as realised through our Curriculum

Excellence	Responsibility	Aspiration
<p>Our curriculum is designed to promote excellence in all that we do and learn. Our high expectations of what every child can achieve, ensure that children are given opportunities throughout the planned curriculum, to achieve excellence in their subject knowledge and skills, so that they are ready to move on to the next stage of their learning. Excellence is valued, promoted and celebrated every day at Quest Primary and can be seen in our learning, behaviours and attitudes to all we do.</p>	<p>Our curriculum promotes children developing as responsible learners, taking responsibility for their own learning through their behaviour and actions, as well as supporting the learning of others. Subject curriculums promote how to take responsibility for our physical and mental health, as well as online safety and support our children to be well-rounded individuals and a school community, who understand the impact their words and actions have on others, and their own futures.</p>	<p>Our curriculum is aspirational for all our children, including those with SEND and from disadvantaged backgrounds. It is our intent that all children leave Quest Primary well-prepared for the next stage in their academic careers and with the knowledge and skills required to ensure they can partake successfully in the world around them. Our curriculum supports them to become confident, respectful and well-informed young citizens who believe they can achieve their dreams.</p>

Intent, Implementation and Impact in English

Intent (What will take place before teaching in the classroom? What do we want our children to know and be able to do?)	Implementation (What will this look like in the classroom?)	Evidence of Curriculum Impact (How will this be measured?)
<ul style="list-style-type: none"> • Children have a love of reading and are encouraged to develop positive reading habits, reading for both pleasure and information. • Through reading and writing pupils can express their creativity and develop their imagination. • Talk and oral rehearsal is developed across the whole curriculum. • Talk and oral rehearsal is used to as a tool to support and develop writing. • Children are able to speak confidently in a variety of situations including discussions, 	<ul style="list-style-type: none"> • Classrooms have inviting book corners which include a range of engaging fiction and non-fiction texts. • Teachers actively promote reading for pleasure and act as a 'reading role model'. • Each class has a class text which is read to them daily by the class teacher. These texts are promoted on the classroom doors. • English teaching has a 'book - centred' approach and when possible is linked to learning in the foundation subjects to immerse children in a topic. 	Children: <ul style="list-style-type: none"> • Children will be aware of the work of a range of authors, using them as inspiration and models for their own writing. • Pupil's will be keen readers, who speak enthusiastically about books and regularly choose to read for pleasure. • Children will demonstrate an excellent understanding of the books they read, clearly and articulately expressing their views and opinions.

<p>debates and presentations and these are then used to support children’s writing.</p> <ul style="list-style-type: none"> • Children acquire a wide vocabulary and have a good understanding of grammar and linguistic conventions for reading, writing and spoken language. • Children are taught how to work out and clarify the meanings of unknown words through the root word and context. • Children will revisit text types as part of a spiral curriculum approach, to ensure they can revisit and build on skills. • Children apply writing techniques to a range of genres. • Children develop stamina and strength to write at length. • Children can confidently communicate their knowledge, ideas and emotions through writing. • Children can write clearly, accurately and coherently as authors, adapting their language and style to suit a range of contexts, purposes and audiences. • Children develop independence in being able to identify their own areas for improvement in all pieces of writing, editing their work effectively during and after the writing process. • Children use a wide range of appropriate and ambitious vocabulary, with precision. • Children have a basic understanding of our literary heritage. • Books are used as a tool to support children in making links between their learning and to develop cultural capital that will remove 	<ul style="list-style-type: none"> • Books are used as a model for writing and whole class reading lessons are timetabled to take place before writing lessons to inform and support the writing process. • The ‘Backwards Planning’ approach is used to sequence learning, progressively building to a clear written outcome. • Vocabulary teaching is explicit and carefully planned for. In a sequence of learning, lessons include opportunities for the teaching and learning of new vocabulary. • Teachers introduce new words using contextualised examples and provide children with opportunities to rehearse and use new vocabulary. • Classrooms have working walls and displays which include key vocabulary. These are regularly referred to by the children. • Dictionaries and thesauruses are easily accessible, and children are encouraged to use them. • Teachers model the use of ambitious vocabulary in their spoken language and modelled examples. • VIPERS are used to support the teaching of vocabulary and to help children understand key themes and ideas. • Lesson sequences include regular opportunities for oral rehearsal before writing. These opportunities may include play, debates, discussions, presenting and hot seating activities. 	<ul style="list-style-type: none"> • Children will be able to speak confidently in a range of situations, using appropriate vocabulary accurately and independently. • Children will approach English lessons with confidence and enthusiasm and will speak positively about their learning. • Children will use their understanding of text types and their knowledge of spelling patterns and grammatical features to help them evaluate their own and others’ writing, recognising next steps for improvement. <p>Children’s Work:</p> <ul style="list-style-type: none"> • Children’s books will evidence progress, through their understanding of text features, the use of more sophisticated writing techniques, accurate use of ambitious vocabulary and the correct application of spelling patterns and grammatical features. • Children’s books show a clear sequence of learning as children learn, practise and develop the skills and techniques they will then apply to their written outcomes. • Children’s written work will be celebrated and shared widely around the school on displays. • Children’s writing will evidence their knowledge within the foundation subjects. They will use subject specific vocabulary and their contextual understanding to enhance their writing.
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<p>barriers to achievement in school, future learning and in the world of work.</p> <ul style="list-style-type: none"> • Children create work of which they can be proud. • Children have a solid understanding of grammar and can spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. 	<ul style="list-style-type: none"> • A wide range of effective questioning will be used during class discussions to challenge, probe and extend children’s understanding and learning. • Resources and writing prompts are easily accessible for children to use. • Shared writing and live modelling are used effectively by teachers to support children in the writing process. • Children are given regular opportunities to publish their work for displays and real-life purposes. • The process of editing and improving work is promoted and modelled by teachers. All lesson sequences provide opportunities for children to edit and improve their writing. • Teachers give regular feedback to children and opportunities will be given to act on marking. • Teachers follow and teach the National Curriculum for English to ensure progress and progression across the year groups. • Spelling patterns are taught discretely as well as being integrated with grammar into daily lessons. • Each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age group. 	<ul style="list-style-type: none"> • Children’s books will clearly show the writing process and how children have responded to feedback to improve their outcomes. • Children’s reading fluency will improve from their starting point, allowing them to become confident readers at their stage. <p>Teachers:</p> <ul style="list-style-type: none"> • Children will be working at expected standard in reading and writing. • An increasing percentage of children will achieve greater depth within English, becoming skilled writers and competent readers. • Children will leave Quest Primary with a solid understanding of basic skills within English and are well prepared for the rigours of the secondary English curriculum. <p>Parents:</p> <ul style="list-style-type: none"> • Parents will see their children’s confidence in reading and writing increase.
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National Curriculum Objectives

We follow the National Curriculum Programmes of Study for English at Key Stage and Key Stage 2. These can be found here: [National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Our SEND children are supported to achieve well in English through:



A shared culture of **AMBITION** and **ASPIRATION** for all SEND pupils



ADDITIONAL ADULTS SKILLFULLY SUPPORT pupils with SEN needs to access learning in all lessons



SCAFFOLDS, PROMPTS and STRATEGIES used, as recommended by **EXTERNAL PROFESSIONALS**, to ensure SEND pupils can access learning and **MAKE PROGRESS**

Daily opportunities for **RETRIEVAL PRACTICE** through Flashback 4, Knowledge Organisers and teacher questioning



T&L Pedagogy & Curriculum Focus: SEND PUPILS

SEN pupils access a **BROAD and BALANCED CURRICULUM**, that is not narrowed, with opportunities to experience all the curriculum offers

Lessons are **SEQUENCED** coherently, to allow SEND pupils to **MAKE CONNECTIONS** and build-up learning in **SMALL STEPS**



PRECISION TEACH INTERVENTIONS are used to close gaps in learning

PRE-TEACH sessions support **OVER-LEARNING**, consolidation, correcting misconceptions and acquiring **vocabulary**



INTERVENTIONS for SEND children have **FLEXIBLE TIMINGS** to ensure the curriculum is not narrowed

READING FLUENCY lessons and intervention, support SEND children to **MAKE MEANING FROM TEXT**, thereby allowing access to the wider curriculum



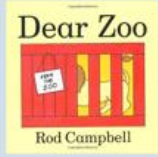





Using a '**TEACH TO THE TOP**' approach to ensure that all SEND pupils have opportunities to consistently access **HIGHER LEVEL IDEAS and CONCEPTS**. Concepts are revisited in the curriculum.


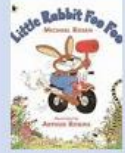
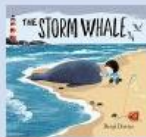


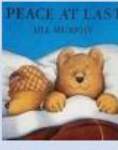


Core texts


Nursery

Nursery Core Books		Brown Bear, Brown Bear by Bill Martin Jr.		We're Going on a Bear Hunt by Michael Rosen		Dear Zoo by Rod Campbell		The Very Hungry Caterpillar by Eric Carle		The Gruffalo by Julia Donaldson		Grumpy Frog by Ed Vere
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Reception

Reception Core Books		Shark in the Park by Nick Sharratt		Little Rabbit Foo Foo by Michael Rosen		The Storm Whale by Benji Davies		Lost and Found by Oliver Jeffers		The Tiger who came to Tea by Judith Kerr		Peace at Last by Jill Murphy
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Year 1

Class Texts		Grendel – A Cautionary Tale of Chocolate		Supertato		The Egg Box Dragon		The Enormous Turnip		The Most Important Animal of All		Beegu - Alexis Deacon
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Year 2

Class Texts		A Walk in London		Three Little Wolves and the Big Bad Pig Traditional		The True Story of the Three Little Pigs Traditional		Lila and the Secret of Rain		Grandad's Island Benji Davies		The Snail and the Whale Julia Donaldson Save the Sea
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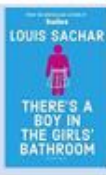


Year 3

Class Texts		Stone Age Boy Satoshi Kitamura		The Firework-Makers Daughter – Phillip Pullman		The Egyptian Cinderella Shirley Climo		Leon and the Place Between by Angela McAllister		Arthur and the Golden Rope Joe Todd Stanton		Sheep Pig Dick King Smith
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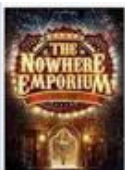


Year 4

Class Texts	 Queen of Darkness Tony Bradman	 ROALD DAHL CHARLIE and the Chocolate Factory Roald Dahl	 THE WILD ROBOT PETER BROWN	The Wild Robot Peter Brown	 Leo and the Gorgon's Curse Joe Todd Stanton	Leo and the Gorgon's Curse Joe Todd Stanton	 Varjak Paw SF Said	<u>Varjak Paw</u> - SF Said	 Song of the Dolphin Boy Elizabeth Laird	Song of the Dolphin Boy – Elizabeth Laird
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Year 5

Class texts	 VIKING BOY TONY BRADMAN	Viking Boy Tony Bradman	 THE JAMIE DRAKE EQUATION CHRISTOPHER EDGE	Jamie Drake Equation Christopher Edge	 LOUIS SACHAR THERE'S A BOY IN THE GIRLS' BATHROOM	Louis Sachar There's a boy in the Girls' Bathroom	 Marcus Sedgwick FLOODLAND	Marcus Sedgwick <u>Floodland</u>	 MICHAEL MORPURGO KENSUKE'S KINGDOM	Kensuke's Kingdom Michael Morpurgo
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Year 6

Class Texts	 TWELVE MINUTES till MIDNIGHT CHRISTOPHER EDGE	Twelve Minutes till Midnight Christopher Edge	 STREET CHILD BERLIE DOHERTY	<u>Berlie Doherty</u> Street Child	 LETTERS from a LIGHTHOUSE EMMA CARROLL	Letters from a Lighthouse Emma Carroll	 THE NOWHERE EMPORIUM ROSS MACKENZIE	The Nowhere Emporium Ross Mackenzie	 LOUIS SACHAR holes	Holes Louis Sachar	 COSMIC FRANK COTTRELL BOYCE	Cosmic Frank Cottrell Boyce
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