

Uplands Manor English Curriculum Intent and Implementation

CURRICULUM AIMS

The English curriculum at Uplands Manor is intended to give all children a command of the spoken and written word and a love of reading and literature. The curriculum aims to support children in becoming:

- **Fluent** readers and writers by embedding the basics and giving them plenty of time to practise.
- **Articulate** when talking and writing because they have a broad vocabulary, understanding of language structures, including grammar, and are aware of the impact their language choices have on their audience.
- **Engaged** in the power and pleasure of language and communication and how it can and will enrich their lives.

Structure and implementation

PROGRESSION IN TEXTS

The curriculum is delivered through a progression of high-quality texts from EYFS to year 6. These include:

- Classics stories and traditional tales
- Highly regarded contemporary fiction and non-fiction, some of which is award winning
- Books that reflect the children's lived experiences, interests and diverse backgrounds and cultures
- Poetry, both poems that have stood the test of time as well as modern poets
- Books that link to the knowledge learnt in both the broader curriculum, the children's interests and the wider world.

Purpose, audience, form and impact

The Progression in texts document also includes:

PURPOSE – why are we writing?

AUDIENCE – who are we writing for?

FORM – how are we writing it?

IMPACT – what impact do we want our writing to have?

In knowing the above, children are empowered to understand what they are reading and how the text has been crafted with PAFI in mind. This in turn allows them to utilise this knowledge when discussing texts they read and when writing their own texts. As a result, children become more curious about how language works and more critical of the words they hear and read. This leads to independent, critical thinkers who can reflect on their reading with knowledge and purpose and express themselves confidently and competently when reading and writing.

Linked texts

Alongside the core texts chosen for each half term, there are a set of linked texts which share similar themes but are presented in a variety of forms e.g. poetry, picture books. They may also be written in similar contexts (e.g. similar settings and cultures) or be written or illustrated by the same authors. This is so that children are exposed to a wide range of high-quality literature supporting them to develop their own reading knowledge and preferences.

Reading opportunities

Each new unit will commence with opportunities for all children to access the text through reading, whether this is through teacher lead reading, chorus/echo reading or reading independently. As there is no expectation for all children to read these texts independently, all children will be able to access the same text and therefore contribute to and benefit from whole-class discussions and activities related to the text and enjoy and experience age-related topics, themes and content.

While reading the text, we will look for opportunities to identify and discuss authorial choices over things like structure and presentation, grammar and punctuation, and vocabulary. The purpose of this, is to show children how professional authors make choices for a reason and with an intended impact in mind, so that they do the same when it is their turn to write.

During this reading phase, children will also have opportunities to answer comprehension style questions in order to better understanding the text and again we will be discussing the choices made by the authors in order to convey this information to the reader.

As an addition to the English journey, children will also be given 20-30 minutes per day in order to read independently in order to improve reading fluency. More detail about this is provided later in this document.

Writing opportunities

Each unit outlined on the Progression in texts document will have a final independent written outcome that is directly linked to the PAFI. This independent writing will be used for assessment purposes in order to determine a student's writing level and to gauge how well the content covered up to this point has been understood and retained. There will also be additional suggested writing opportunities built into the unit of work that will provide children with an opportunity to practice the knowledge that they have discovered through reading and discussing the text. These are shorter pieces of writing that do not need to be crafted over time, but will act as opportunities for children to implement what they have learnt and for teachers to assess students' understanding before progressing.

Themes

Each term, every year group will follow the same 'Power of Language' theme that ensure that overtime children are able to see how language is used with purpose and impact in school, and beyond. i.e. children will be able to use the power of language to:

- Express their individuality (Autumn 1)
- Imagine new worlds (Autumn 2)
- Impart information (Spring 1)
- Tell a tale (Spring 2)
- Persuade (Summer 1)
- Perform (Summer 2)

KNOWLEDGE ORGANISERS

The knowledge that children learn by studying their core texts in mapped out across all years 1-6 to ensure that there is a progressive curriculum that builds successfully on what the children have already learnt. These are written by the English team but adapted by class teachers to include additional vocabulary, contextual knowledge and any specific gaps in pre-requisite knowledge that is pertinent to the unit of work. This information is contained within the knowledge organisers under the following headings:

Substantive knowledge

This is the knowledge and related vocabulary underpinning English e.g. spelling rules, grammar knowledge, knowledge of language structures and conventions

Disciplinary knowledge

Procedural knowledge i.e. how to rather than what. For example, you can know what parenthesis is but not be able to use it effectively. Teachers need to teach the appropriate application of grammar, vocabulary and literary devices for children to begin to develop as writers.

Contextual knowledge

If children do not have a good enough understanding of the context of a text, they will find it difficult to comprehend its meaning.

Vocabulary

A lack of understanding tier 2 words and unusual or idiomatic phrases can be the biggest impediment to fluent comprehension. It is important that these words are identified and taught systematically

Knowledge to revisit

This is identified by teachers and is based on their assessments of gaps in prior knowledge.

UNIT PLANNING

Before planning a unit of work, it is essential that teachers have read the book and are familiar with the knowledge organisers. Each unit will consist of seven separate phases of study known as the Seven R's. Each unit will begin with a Relate phase before moving through a sequence of Read, Rip, Rehearse before Writing, Reviewing our writing and finally Revisiting areas not fully consolidated. An explanation for each of the Rs is provided below.

The Seven Rs

Relate	Before children access the text, teachers will need to assess their current understanding of: genre, theme, contextual language, author, similar texts ... The purpose of this is to ensure students are prepared to read the text and are in an optimal position to do so. This is also an opportunity to engage and excite the students, so could be an opportunity for a creative piece of work.
Read	This is an opportunity for the teachers to read the book to the children and allow them to read it for themselves (choral/echo reading). These reading sessions could be linked to a writing focus or used to assess/improve student understanding.
Rip	This is an opportunity for students to discuss authorial choices. What has the author done? How? And why? This can be linked to PAFI and show how professional authors make choices to create an impact on the reader.
Rehearse	Students will need to be given opportunities to practice using knowledge/skills identified in the rip phase. Always link back to PAFI – most importantly did their use of this knowledge/skill create the impact intended? The purpose of the Rip and Rehearse phase is to provide students with the knowledge of how, when and why to apply writerly knowledge for a given purpose/audience/impact.
Write	Once students have explored, understood and practiced relevant knowledge/skills, they will be given an opportunity to draft, edit and publish a piece of independent writing. Keeping PAFI at the forefront of students minds should help them make their own decisions as to what knowledge and skills they wish to apply to their writing in a given purpose/audience/impact.
Review	Once students have completed their writing, they will be given an opportunity to evaluate the effectiveness of their writing and if it meets the PAFI. Should it not, students will be given an opportunity to edit/improve where appropriate.
Revisit	To maximise the impact of teacher assessment, the revisit phase is an opportunity for teachers to address any misconceptions and gaps in student understanding identified from this piece of work. This is also an opportunity to push GD children and allow them to overlearn.

It is important to note that the Read, Rip and Rehearse phases can be taught independently or in combination with one another. These phases will be continually revisited throughout the unit of work until all of the content from the knowledge organisers have been covered and taught. Students will then have an opportunity to apply their knowledge in their own writing during the Write phases.

Furthermore, in relation to the Review phase, as children progress through school, we use 'editing stations' to develop their editing and improving skills. Children will learn to use dictionaries and thesauruses, how to check their spelling, grammar and punctuation and how to make amendments to their language choices in order to improve the effectiveness of their work with increasing independence.

Handwriting

We have high expectations of handwriting at Uplands Manor. Handwriting will be taught as part of daily phonics lessons and/or as 2/3 weekly starters within lessons depending on year groups and expectations – please refer to class timetables. Children learning phonics will use Read Write Inc. and its letter formation and handwriting policy. From spring term in Year 1, cursive handwriting will be taught using the **Letterjoin Handwriting scheme**.

Expectations for Handwriting Sessions:

- Teach children how to hold a pencil comfortably and appropriately – chubby pencils/grips where necessary
- Make sure desks are not cluttered
- Hold paper/book still with one hand
- Desks facing the front
- Children sitting up straight with both feet on the floor
- Teacher modelling letter formation and not children just copying sentences prewritten on the board or a sheet
- Aspects of differentiation should be included (e.g. application for HAs, consolidation, 1 to 1 support, tracing etc.)
- Children should use sharp writing pencils. Once they have mastered joined, cursive writing they should be given a handwriting pen.

Special Requirements for Left Handed People

Left handed people can experience greater difficulties than right handed people. They should be encouraged not to press on too hard and when using pen ensure that the ink flows freely to reduce the need to press down hard. They should also be encouraged to hold the paper at an angle so that they can see what they have written. Spelling in Year 2 upwards, spelling is taught within English lessons as 2/3 weekly starters depending on year groups and expectations – this is evident on English planning. Children will be taught specific spelling rules and skills through the No Nonsense Spelling scheme which ensures accurate coverage. Aspects of differentiation will be included within planning and homework to meet the needs of the children.

Reading Fluency

At Uplands Manor, we have embedded a systematic and rigorous phonics programme across the school – Read, Write Inc. This programme introduces all 44 speed sounds in a dynamic and fast-paced way. It uses initial and on-going assessment to monitor progress. The phonics programme also ensure that children are taught to encode unfamiliar words for spelling.

In the Foundation stage the teacher introduces concepts of print and teaches synthetic phonic skills using the RWI scheme with the whole class on a daily basis. They take home letter sounds to learn on a weekly basis. Initially, children take class or library books home to share with their parents. When the teacher feels the child is ready, he/she begins to take a Read, Write Inc book home. The teacher hears each child read individually on at least a weekly basis (more for children who are reading at a level below age expected level) combined with weekly support from a class TA.

In Key Stage 1 this practice is continued and for children who need it, extra intervention is provided. Children will continue to follow the phonics programme until they have progressed to a level suitable to begin reading age appropriate texts at which point they will take part in daily reading sessions which will last for between 20-30 minutes. These sessions will involve a carousel of activities including reading independently for pleasure, reading 1-2-1 with the teacher and taking part in a guided reading group which will focus on comprehension skills.

In Key Stage 2, the progress made in Key Stage 1 is built upon. Children will continue to take part in daily reading session lasting 20-30 and as in Key Stage 1 these sessions will involve a carousel of activities including reading independently for pleasure, reading 1-2-1 with the teacher and taking part in a guided reading group which will focus on comprehension skills. In Key Stage 2 these guided reading group sessions will focus on developing higher order reading skills such as inference and deduction, skimming and scanning and the ability to read texts critically.

Reading for Pleasure

As mentioned above, 20-30 minutes per day has been set aside for students to read and when reading independently or 1-2-1 with the teacher, children will have the opportunity to enhance their reading fluency by improving their decoding skills, increasing the number of words that they can read by sight and expanding their understanding of vocabulary.

Our aims are to enable pupils:

- To read fluently and with understanding a range of different kinds of material including those which reflect our multi-cultural society
- To have confidence in their capacities as readers
- To find pleasure in and be voluntary users of reading for a variety of purposes
- To see that reading is necessary for their personal lives, for their learning throughout the curriculum and for the requirements of living and working in society

Reading at Home

All children throughout the school have also been provided with reading folders and reading diaries and are encouraged to take home both a reading book of their choice and a reading book at their reading level so that they are able to listen to or read stories which interest them as well as practicing and improving their reading fluency. Parents are encouraged to make a record in the reading diary each time they read with their child and children will be rewarded with dojos (reward points) when they do so. These reading diaries also have space for the children to record new and unfamiliar vocabulary that can be discussed and learnt when back in school and are full of age-appropriate grammar, punctuation and spellings that can assist them during their English lessons. For this reason, it is important for these diaries and folders to be brought into school each and every day.

Daily Reading to the Class

Teachers enjoy stories, poems and non-fiction texts every day with their class. We read age-expected texts (either taken from 'Pie Corbett Page Turners' or selected by the students/teacher) in order to engage, inspire and ignite the imagination. Exposing children to quality texts which they cannot yet access independently supports reading development, vocabulary enrichment, comprehension and, most importantly, a real love of reading.

Book Areas

Every classroom has a welcoming, engaging reading area where children can enjoy books.

Word Aware

Vocabulary is so important and spoken vocabulary at 5 years impacts on reading comprehension at 15 years of age (Cunningham & Stanovich, 1997). At Uplands, we strive to develop the children's vocabulary and use the 'Word Aware' approach across school to promote the development of all children. EYFS use 'Concept Cat' method which is a fun and engaging way to teach children early verbal concepts such as 'both, corner, smooth and after'.

Years 1 to 6 employ the Word Aware 'Star' approach to enhance children's vocabulary across the curriculum:

S - select

T – teach

A – activate

R – review

SEND

By on-going formative and summative assessments, the class teacher identifies children who need support with English skills at the earliest possible stage. Within the classroom, the teacher targets children with difficulties and attempts to address them through differentiated activities and extra support where possible. Where a child has a greater need the school's SEN policy is implemented. Learning support assistants provide in-class support where appropriate. The class teacher and the SEN co-ordinator work closely together to formulate Provision Maps and specific planning, which will support the child's acquisition of English skills.

EAL

The school maintains a register and children's needs are addressed both within the class, as far as possible, and through individual small group sessions where possible. Events Whole school book weeks and days are enjoyed throughout the year. Visits from authors, poets, librarians and illustrators will be organised if and where possible. Regular literary events such as 'World Book Day' and 'Beyond the Book Day' also take place. Book Fairs are also held once a year to encourage parents to buy books for their children. We will also look to run parent workshops throughout the year to encourage reading at home.

Assessment, Record Keeping and Target Setting

Nursery children are assessed against the GLDs (Good Level of Development) and the ELG (Early Learning Goals). Reception are assessed in relation to age related expectations. Within the age related expectations there are 12 areas of learning (GLDs).

Years 1 to 6 are assessed using DCPro Pupil Tracker. Children are judged to be below, at or above ARE (Age Related Expectation). For Reading, the PIRA tests and children's book bands inform this. For writing, it is cumulative across the year so a bigger picture is formed towards the end of the school year. Teachers use these assessments to support planning, target setting and teaching within their classes and year groups.

Children who are unable to access PIRA/writing assessments will be assessed using the Salford Reading Test, Wellcomm, Phonics RWI assessment and the Sandwell Skills Ladders.

Reading Assessment

RWInc Phonic assessments are undertaken half-termly and in Year 1 children's phonic abilities are statutorily assessed by means of the DfE's Year 1 Phonic Check. Children either reach the standard or fail to reach the standard. Children not meeting the standard are given further phonic support and interventions in Year 2. These pupils are rechecked in Year 2; again those who do not reach that the standard will be provided with further support in Year 3.

In Years 1 to 6, teacher assessments of reading are made each half term. Teachers will use a range of evidence to secure this band judgement from sources including guided reading notes, reading diaries, guided reading exercise books and reading tests. PIRA Reading Tests take place at the end of each term in Y3, 4 and 5 and in the summer term in Y1. Years 2 and 6 use past SATs papers to assess children's progress.

Writing Assessment

In Years 1 to 6, teacher assessments of writing are made each half term. Children's writing will be assessed on their attainment of pre-requisite writing knowledge from previous years and knowledge taught from the knowledge organisers from the current year. Writing will be assessed from one piece of independent writing per half-term, however, teachers will also be able to use a range of evidence to inform their judgement from sources including

English exercise books and curriculum books. Writing is moderated in year group or phase teams termly to ensure accurate assessment is taking place. This is then recorded on DCPro (as seen above in the assessment section).

Moderation

The English Leader, Phase and Year Leaders undertake moderation regularly. Band judgements for reading and writing are also moderated during pupil progress meetings. Moderation teams will also focus on validating judgements. Phase and staff meetings regularly involve moderation. For writing, teachers use the Pobble moderation tool to support their moderation. The school is also moderated externally through the LA and with colleagues from local schools.

Homework

Targeted word lists are sent home at the beginning of each term for children to learn in order to use when reading, speaking and writing and children are encouraged to discuss and recap their learning from their English lessons while at home.

Spelling

The National Curriculum outlines statutory spellings that children in each year group should be able to spell. These words are made up of many words that are used frequently in pupils' writing and those that are often misspelled. In order to spell these words correctly, students will be required to apply their understanding of phonics and spelling patterns. Furthermore, as children progress through the school they should be able to apply their understanding of root words, prefixes and suffixes in order to aid their independent spelling. For example, understanding the relationship between medical and medicine may help pupils to spell the /s/ sound in medicine with the letter 'c'.

In order to support our children learning these spelling, teachers will identify words from the appropriate statutory word lists to teach over the course of each half-term. These spellings, and words that follow similar spelling patterns, will be explicitly taught and practiced in class using the 'No Nonsense Spelling Programme'. In order to help students, consolidate these spellings in their long-term memories, teachers will endeavour to give these spellings a purpose by linking them to the curriculum being taught during that half-term so that children will be able to see, use and revisit these spellings over a longer period of time.

Marking

Marking is one method of giving feedback to children and is an important part of the assessment process. It should be used alongside giving verbal feedback and using effective assessment for learning activities. Codes and symbols are used alongside written comments. Please refer to the marking policy for further details. Pupils use the purple pen of progress to respond to marking and feedback. Time should be built in at the start of lessons or in EMT time so that pupils can read and respond to marking and complete any tasks given by the teacher to move learning forward.