



English Curriculum Statement

Through our school vision of 'Opening a World of Learning and Opportunity' we intend to deliver an English curriculum that will be:

challenging

relevant

purposeful

flexible

creative

In doing this we will develop our values of:

motivation

independence

resilience

respect

open-
mindedness

responsibility

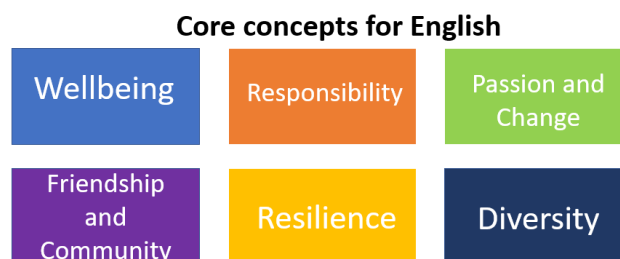
Intention

English is the key to a world of new experiences; unlocking imagination and opening the door to unknown knowledge. Children at Vigo will have a love of English, through learning that is made vivid and real. Learning effective communication through speaking, listening, reading and writing is fundamental to the children's future happiness as well as their academic success. We expect that through high quality English teaching and learning, children at Vigo will explore our school values, whilst developing empathy and tolerance through text choice and the characters and topics explored within. When the children leave Vigo, they will have the confidence and ability to use language to effect change in the world for themselves and others, ensuring they will have the same opportunities as everyone else, regardless of their background. By giving this context to their learning, the children understand the value of English to them now, and in their futures.

Our rich, concept driven curriculum, alongside staff who are passionate, motivated and knowledgeable about books, will help our children find pleasure in the act of reading and writing and appreciate their intrinsic value. They will leave Vigo being confident, fluent readers who are able to read easily and with understanding.

Implementation

At Vigo Primary School, we recognise that the English curriculum is broad and covers not just reading and writing but also speaking and listening, handwriting and spelling. We will teach all of these areas in order to build the children's sense of understanding. Regular CPD is given to all staff to ensure that teachers have a high level of subject knowledge and can help our children make good progress in English. We build our units of work around key themes, which flow across year groups and deepen children's understanding of the thematic links between texts. These concepts are chosen to reinforce our school values.



To develop the children's ability to communicate effectively, we provide a language rich environment that promotes a culture of reading and writing. Children are provided with high-quality reading material for example, stories drawn from a variety of cultures, technical magazines, newspaper articles, sports reports, catalogues etc. These high-quality texts and storytelling are shared on a daily basis, so that children are exposed to a wide range of literature over time. A high-quality book corner that is inviting and contains high levels of pupil voice is implemented in every classroom, making pupils motivated to read.

Early reading is supported through the Read, Write, Inc. scheme. Children in KS1 read books that are matched to their level of phonic knowledge, as well as being exposed to high-quality rich texts. Alongside RWI, children are taught key reading strategies that help the children to monitor their own reading and overcome barriers to their comprehension; developing independence and lifelong readers. In KS2, when the children have completed the RWI programme, they develop deeper

reading skills through whole class guided reading sessions that continue to teach and develop comprehension strategies. The children are assessed using PM Benchmarking, ensuring that they are reading books that are matched to their reading age and level. Teachers plan using texts from our literacy overview, which ensure progression of skills and knowledge across KS1 and KS2.

Writing takes place within English sessions and builds on our focus concept year on year. Our long-term overview, provides units of work that are driven by high-quality texts. Real purpose and audience for writing is established for each unit, which develops in complexity throughout the year groups. At Vigo, we plan and teach writing using the Hampshire three-part planning model. A collaborative and supportive environment is instilled in every lesson to support children's resilience and encourages them to take risks in their writing, make mistakes and learn from them. Teachers model writing on a regular basis, building on the children's metacognition by modelling the thinking process. Children and adults work together to review, revise and improve their writing, using a shared marking/editing code.

Spelling is explicitly taught across the school. In KS1, children are taught phonics for spelling using the RWI approach. When children have mastered spelling through the RWI programme, they then move on to using No Nonsense Spelling.

At Vigo Primary School we have adopted the Kinetic Letters approach for handwriting. Handwriting is taught through a sensory approach, with children being encouraged to write in the air, in sand or on whiteboards before moving on to writing in books. To reinforce handwriting into their daily work, practise patches are used at the start of each English session to bring handwriting in to focus.

All English learning is differentiated where necessary to support children with SEND. Learning is also supported through the use of carefully planned scaffolds that help children to achieve the same objectives. As a school, we use the Hampshire SEN planning tool to support targeted teaching for children with SEND. Where it is felt necessary, some pupils are withdrawn from class to receive specialist speech and language teaching within our SLCN Resources Provision.

Impact

We know that children are doing well when:

- they feel successful in English lessons and have opportunities to work collaboratively and independently
- they are prepared to challenge themselves, showing resilience and creativity
- they can actively apply their phonic knowledge when reading and spelling
- they can apply comprehension strategies when reading texts
- they reflect on their work in order to improve
- they are enthusiastic about reading and talking about books
- their English books show their good progress
- they do well in assessments relative to their prior attainment
- they understand the importance and purpose of reading and writing
- they show development in their spoken language, communicating effectively and using a wide vocabulary

We know that teaching is effective when:

- teachers are confidently planning and teaching from a text lead learning journey.
- Phonics is prioritised as the primary strategy for decoding texts
- Reading strategies are actively modelled and taught
- Carefully considered scaffolds enable all children to succeed.