



## Valley End English Curriculum Overview

### INTENT

At Valley End Infant School, we aim to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding that language provides access to the whole curriculum. We believe that fluency in the English language is an essential foundation for success in all subjects.

It is intended that pupils achieve success in reading, writing, spelling and spoken language at an age-appropriate level and following age-related expectations. The curriculum also aims to allow children to be challenged beyond age expectations in order that they can achieve at their potential level.

### IMPLEMENTATION

#### Phonics

Pupils in Early Years follow the Little Wandle Revised Letters and Sounds programme with daily phonics sessions and this is continued into KSI in Year 1. Year 2 children practise words and spellings from the National Curriculum.

The Little Wandle programme teaches phonics through the progression of phonic sounds and tricky words and is organised so that children are taught from the simple to more complex graphemes and phoneme correspondences (GPC's). All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable as we maintain pace, practice and participation by all children. Children who are not keeping-up with their peers are given additional practice immediately through keep-up sessions by our Reading Support Lead.

#### Reading

Alongside our systematic phonics programme, children read fully decodable books. Decodable books are made up of words in which the very large majority can be read independently as the letters and sounds have been previously taught. Books are closely matched to the stage that children are working at in phonics.

The English curriculum at Valley End supports the National Curriculum which states that children should be taught to 'read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.'

Children read with adults in three reading practise sessions across the week, focusing on decoding, prosody and comprehension. The books the children read are sent home for them to share with parents and practise. Children also choose books daily from our library for reading for pleasure.

When we read for pleasure in school, pupils are able to choose the books they wish to read and enjoy, they can choose to share a book with a peer, choose to read topic books related to our wider curriculum or listen to audio books in the book corner. Teachers lead story times during the day for children to enjoy and share in listening to stories.

#### Writing

Our curriculum is derived around a sequence of high-quality, age-appropriate texts. We use Talk for Writing teaching sequences to excite children and ensure that spelling, grammar and punctuation is taught through these lessons. Read aloud books create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills. We develop grammar and punctuation, knowledge and understanding in order to use and apply these skills and across the wider curriculum. Children explore writing structure through different genres of books, identifying the purpose and audience they are writing for. There is an evaluation process and children experience the opportunity to edit and redraft their own work.

Writing is strengthened by instilling a love for reading within our pupils at Valley End. We value the importance of reading to enhance writing. We celebrate reading with sharing favourite books, through home learning, our

guided reading sessions and bookstalls at our coffee mornings. The importance of reading is enhanced with World Book Day, visiting authors, sponsored reading events which all enrich the work we do in the curriculum.

Within the classrooms we encourage a deeper understanding and learning through opportunities for different styles of learning. Lessons are differentiated as required according to the abilities of our children. Teachers and TA's support all pupils, providing intervention, support and challenge for pupils in order to advance their learning. At Valley End we support and encourage, challenge and extend.

Cross-curricular links within the curriculum provide opportunities for teachers to plan different writing styles in other curriculum areas. Children practise their writing for different purpose and style.

The work of our children is celebrated with pride around the school. Displays praise the collaborative and independent work of all children, giving a purpose and audience, showing work is valued at all levels.

Children are given support through informative marking and feedback. This feedback is a combination of written and verbal feedback and next steps given to support good writing. Children are given individual targets either on individual cards or in the front of their English books. These are reviewed and amended regularly.

#### Impact

Pupils enjoy reading regularly, for information and for enjoyment/pleasure. Pupils discuss books with interest and excitement. They enjoy writing and use different genres and styles in their structured writing. Children are able to write for different purposes and audiences.

At Valley End children are proud of their work and share this across the school in different ways including sharing across classes with teachers and in Celebration Assembly. Children know that others value their writing and see it on displays around the school, in class books, with parents at the end of the day.

There is evidence of the progress of skills throughout the school and key stages in their books and writing across all curriculum subjects is of a high quality.

Children are confident to express their opinions and thoughts, supported by evidence.

Next steps marking provides positive support and directs the children on to their next steps to improve their writing.

Pupils respond to feedback. The children use the resources around the classroom to improve and support their learning. There is evidence of high quality in standards of writing content, composition and handwriting.

Clear and accurate assessments are made, with support of moderation within school and across other cluster schools.

Teachers track the progress of pupils each half term in reading and writing which informs planning and any necessary intervention to support progress.

Interventions are structured to support greater numbers of pupils to be on track to meet expectations and support those to meet their individual expectations or better progress if they are working below expectations.

Subject leader provides an action plan for the subject and addresses areas for development and improvement

Subject leader conducts learning walks, lesson observations and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives.

Standards being met at the end of EYFS, Phonics Screening Check and KSI and are in line with or exceed local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are included on the School Development Plan and English Action Plan.