**English Curriculum Statement**

**Intent**

At The Grove we believe that the skills encompassed in English are vital for underpinning every area of the school curriculum. Our curriculum is driven by our values, achievement, diversity and resilience and these help us to ensure that every pupil will learn to read and write, regardless of their background, needs or abilities. We ensure our reading areas and curriculums are filled with texts that will engage and inspire all learners and we ensure these texts cover a broad spectrum of time periods, styles of writing, genres and cultures.

Emphasis is placed on the development of spoken and written English, with the teaching of reading and the fostering of a ‘love of reading’. At The Grove, our aim is to encourage the development of a literate, articulate child, who is able to approach both spoken and written forms of communication confidently. As a school we ensure that our phonics programme matches or exceeds the expectations of the English national curriculum and early learning goals. We have clear expectations of pupils’ phonics progress term by term, from Reception to Year 2, which is aligned with our phonics programme, Letters and Sounds. In turn, this is reinforced by the sequencing of our reading books that shows a cumulative progression in phonics knowledge that is matched closely to the progression of sounds in Letters and Sounds.

**Implementation**

Phonics

Clear, concise and consistent phonics teaching is the foundation of the children’s ability to read and write confidently. We have developed robust expertise in the teaching of phonics and reading that ensures consistency from one year to the next reading, including the teaching of systematic, synthetic phonics which is taught from the beginning of Reception. At the Grove, we follow the Letters and Sounds phonics programme. We teach discreet phonic sessions daily, these are taught first thing in the morning when children are at the prime of their learning capability.

Letters and Sounds aims to build children's speaking and listening skills in their own right as well as to prepare children for learning to read by developing their phonic knowledge and skills. It sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.

The assessment of pupils’ phonics progress is sufficiently frequent and detailed to identify any pupil who is falling behind the programme’s pace, so that targeted support and intervention can be given immediately. Leaders take an active role in monitoring the teaching and assessment in phonics. The children that do not pass the phonic check in year 1 continue to gain support to develop their phonic skills to give them the best chance possible to pass the retake in year 2. The children that need extra support will also receive phonic interventions in year 3.

We use cued articulation from Reception as an inclusive form of teaching to help all children with forming each sound. We use jolly phonics as a visual stimulus to support children in recognising each grapheme. The children’s reading books are specifically targeted at the phonic phase the children are working at. This is to help support the children in blending the sounds they are currently working on. We provide extra support in class for those children who are identified as requiring further provision.

Reading

Reading for pleasure is at the heart of our approach to reading at The Grove. Throughout the school, at any possible opportunity staff read aloud stories, poems, rhymes and non-fiction that develop pupils' vocabulary, language comprehension and love of reading. Throughout the year, events are planned to promote reading for pleasure in the school community. We place a huge emphasis on World Book Day and the week surrounding it and ensure all children are immersed in reading themed quizzes, games, role play and research to name a few activities. Each class takes part in an ‘Author Study’, where they learn about a British author who is linked to their curriculum. We also ensure there are well stocked book areas in each class which have a diverse range of texts that children of all abilities can enjoy. The children are also able to help stock these corners themselves by choosing books from our newly refurbished library. We are also flexible and adaptable to the needs of our cohort, teachers at The Grove will adapt the texts used in class to suit the needs of the cohort at that time. For example providing books about bereavement or LGBTQ. We also provide a Book fair in which children can read and experience a wider range of books and we encourage parents to join us and share these books with their children. To enhance our curriculum we borrow topic themed books from The Hampshire Library Service. This enables us to provide the children with high quality texts that are linked carefully to what they are learning about.

In Key Stage 1 teachers have a clear understanding of how pupils learn to read and teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home. Children are heard read twice each week either individually or as part of a small group at a book appropriate to their level of development.

To instruct our teaching of reading comprehension, we use the ‘VIPERS’ reading strategy vocabulary, inference, predict, explain, retrieve, summarise). These follow the content domains of the Reading National Curriculum.

Guided Reading takes place in Years R – 4. It takes place in a small group, with a teacher or teaching assistant, and focuses on developing children’s ability to become independent readers, thinkers and learners. The children are grouped by ability and read individual copies of the same text, which matches the reading level of the group. The recommended teaching sequence is used by all teachers. The sequence is a book introduction, strategy check, individual reading and returning to the text. The children who are not engaged with guided reading are given a purposeful activity to do independently e.g. spelling games, comprehension questions, pre-reading or a follow-up activity.

In Years 5 and 6, the children have whole class reading. This will focus on giving written responses to texts but follows a similar format to the guided reading. Where needed, guided reading groups or 1-1 sessions will be formed to support struggling readers with grasping important skills.

Writing

Children are encouraged to write right from the first day they join our Reception classes where they are given opportunities to mark make in a rich and varied environment both inside and out. All children are encouraged to have a go and when they begin learning sounds in Phonics, this begins to have more meaning for the children and they can then apply this to start writing letters and shorter words.

Across all phases, writing is taught daily and the children are given opportunities to write for varied purposes and audiences in English and across the wider curriculum. We begin our units with high quality texts and use these to inspire and guide the learning as well as serving as great models for the writing the children will complete. We employ a range of resources and strategies to inform our planning including The Literacy Tree and Talk for Writing. Teachers’ use the range of strategies at their disposal to ensure that they are meeting the needs of all pupils, whether that is support with transcription by using a writing slope or planning opportunities for oral rehearsal and overlearning to support our children with speech and language needs. Modelling of writing is of a high quality and all teachers demonstrate a love of writing. To stimulate children’s writing we use carefully selected stories, animations, plays, film clips, poems and life experiences.

At The Grove we celebrate writing by making it a prominent display throughout the school. Children are incredibly proud of the work that is selected to go on these boards and demonstrates a progression of skills through the school. Work from all abilities is represented and we encourage the children to share in the successes of their peers.

Spelling and grammar are carefully and systematically embedded across the school and we follow the National Curriculum grammar progression. In Key Stage 1 grammar skills are taught through phonics, and in discrete sessions where appropriate. Grammar teaching is also interwoven into all of our text based units and then applied in subsequent pieces of writing. We also use ‘Grammar Hammer’ in Key Stage 2 to reinforce teaching of grammatical concepts. Individual feedback delivered in a variety of ways supports the children to move their learning on and work towards personal targets. We have high standards of presentation and children are taught to write in a cursive style which is practiced regularly.

Speaking and listening

Children learn through speaking and listening and by encountering a range of situations, activities and audiences, which are designed to develop confidence and competence. These skills are vital in all learning and social situations. We promote these by encouraging children to listen actively and to speak confidently and clearly. All staff in our school model the use of higher level vocabulary within their speech and expanding children’s vocabulary is a key focus from EYFS. Subject specific vocabulary is embedded across the curriculum, through teacher modelling, in context. We are keen to model the correct grammar in speech, for example using ‘we were’ instead of ‘we was’ and encourage children to reflect this in their use of spoken and written language. Children are given the chance to orally rehearse ideas for writing regularly. Drama is used across all subjects to explore and engage children in their learning. This gives children the chance to embed vocabulary in shared activities, embedded the use of topic specific language repetitively as they rehearse. Children are also given opportunities to develop their skills to speak in front of an audience. In Key Stage 1, children perform an annual Nativity in which all children have a role. Every class also undertakes a class assembly in which children are able to speak in front of an audience of their peers and parents.

**Impact**

We have high aspirations at The Grove and expect all children to reach at least age related expectations or for some, make excellent progress from individual starting points.

Children leave The Grove:

* With passion for reading and writing
* Familiar with and have enjoyed listening to a wide range of stories, poems, rhymes and non-fiction.
* With a knowledge and love for a wide range of books
* To be able to read fluently and for meaning
* To write in an engaging way for a variety of purposes and audiences
* With a rich and varied vocabulary that they can apply in meaningful contexts
* To write imaginatively and creatively
* With the ability to self-assess
* To have a sound understanding of the phonemes and graphemes that make up the English language
* All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations