**Why we believe English is important:**

At St Augustine’s we believe that developing a love of the English language in our children is vital in achieving success at school. That is why we place fluency and oracy at the heart of our English curriculum; as we feel these are the essential skills children require to access and succeed in all other areas of the curriculum. By ensuring that our children are both confident and competent in reading, writing and spoken language, we not only prepare our pupils for the next stages of their learning, but also for adult life. We believe that by promoting a love of reading, our pupils are able to acquire knowledge as well as build on what they already know. As a school, we aim to promote high standards of language and literacy by equipping children with a strong command of the spoken and written word and this is achieved through a well-planned, inspiring and rigorous English curriculum.

**Intent**

Our curriculum closely follows the aims of the National Curriculum for English 2014, while providing experiences and purposeful opportunities that enable our children to:

* Read easily, fluently and with good understanding
* Develop the habit of reading widely and often, for both pleasure and information
* Be able to select appropriate text types and extract relevant information when reading for learning
* Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
* Be able to produce their own ideas for writing; magpie-ing key ideas/ concepts/ formats/ strategies (where appropriate) encountered through analysis of high-quality texts and the use of modelled, shared and guided writing activities
* Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
* Produce initial drafts and then use the editing and improving process to identify and correct errors and improve the quality of their writing
* 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.
* Be able to recall and apply the spelling patterns outlined in the NC (including exceptions to the rules and common errors), and identify and correct spelling errors in their own work

**Spelling Implementation**

* Spelling patterns are introduced each week, following the No Nonsense teaching sequence.
* The spelling pattern for the week and some example words are sent home to parents each week to practise in preparation for a weekly spelling test.
* Every child has a spelling journal which is accessible to them in all subjects.
* Opportunities to practise spellings are incorporated into lessons.
* Topic words are displayed in the classroom and referred to in lessons.

**Reading implementation**

* The whole school either access Accelerated Reader or Star Early Literacy, which enables teachers to assess and track progress. Books from this scheme are placed in a separate library, where children can independently select a book appropriate to their reading level to enjoy both at school and home. There is the option for the child to take a quiz on any book they read which then asses their comprehension of the book.
* All children receive a weekly reading lesson, which focusses on a particular reading skill. They are then give the opportunity to apply this skill to an activity. In these sessions, teachers use discussions and questioning to develop children’s comprehension skills and love of reading for pleasure.
* Daily ‘Book Talk’ sessions are delivered to years 3-5 which is a scheme that promotes group discussion and oral rehearsal of answering comprehension questions, while exposing children to a wide range of good quality texts.
* Year 6 receive daily comprehension sessions where they get to revisit learning and apply skills that have been previously taught. This also provides exposure to a range of text types, authors and question types.
* Vulnerable readers are highlighted and appropriate intervention is put in place.
* We have reading volunteers, who listen to children read across the school.
* Reading is prioritised across the wider curriculum and opportunities for children to apply their reading skills are planned for and utilised across a wide range of subjects.
* A class book is shared daily with children to promote reading for pleasure but to also model good practice in reading.
* The school participates in national events like World Book Day and Roald Dahl day but also enhances the importance of reading through our annual ‘Book Fortnight’ which includes author visits, a whole school book quiz, a book swap (for pupils and parents) and a reading slumber party.
* A termly ‘Story Café’ is also provided for each class, which allows parents to come into school, observe the class teacher reading a book, then complete an activity linked to the book. We also hold an annual book fair and share resources to further promote the importance of reading with parents.

**Writing implementation**

* The analysis of high quality printed texts and WAGOLLs produced by the teachers, allow children to identify successful ideas, strategies and vocabulary to magpie for use in their own writing. These are displayed on working walls in the classroom to further support independent learning.
* Mini-writes are completed at the start of a new unit of writing, which allows teachers to carefully plan and identify progression within the learning journey.
* We endeavour to ensure we provide our pupils with a 'language rich' environment.
* Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of a breadth & depth of language through the use of our toolkits, working walls and Vocabulary Shorts activities.
* We aim to share our vision of high aspirations for all of our pupils through our high expectations across the wider curriculum; by setting these high expectations, our pupils are aware of the standards we expect in all lessons and learning opportunities.
* Throughout carefully planned sequences of lessons, teachers ensure children have the experience and understanding to be able to complete writing tasks to a high standard. This knowledge and experience is developed through the use of our outdoor learning, drama, role play, Hot Seating, T4W, educational visits, first hand experiences, virtual reality experiences and the reading of high quality fiction and non-fiction texts.
* All writing tasks have a clear purpose, which helps children understand the relevance of the editing cycle: proof-reading, editing and evaluating the effectiveness.
* All pupils have ARE writing indicators stuck in the front of their books and these are regularly referred to by the children in order to self-assess their own work.
* The importance of coherence, cohesion, impact and effectiveness is continually stressed to children during the entire writing process.
* High priority is given to the completion of high quality writing tasks, and children’s efforts are rewarded in many ways, including; in-class rewards, work displayed within the class or year group, work displayed in a whole school environment, work shared on the school website, or Head teacher and Golden Pen awards.
* Children compete in local and national story and poetry writing competitions (young writers, 500 words etc)
* Discrete daily grammar sessions are taught to all year groups in the form of our Grammar Hammers. Grammar is also securely embedded in all English lessons and referred to across the curriculum.
* Handwriting is taught simultaneously with spellings – additional handwriting intervention is put in place where required.
* Pen Licences and handwriting pens are rewarded once a child is using consistent and accurate joining in-line with the policy.

**Impact**

* Pupils make the best possible outcomes and progress.
* Pupils show a positive attitude to all aspects of the English curriculum and their learning in these areas.
* Children are competent spellers who know, understand and can apply spelling rules and exceptions.
* Children are able to read fluently and demonstrate a clear love of reading, both for pleasure and for learning, and they are able to articulate their attitudes and opinions about books. They can discuss the impact a text has on the reader and can apply these strategies in their own writing. When reading non-fiction, they understand that different texts may present different information and they understand which texts may be more reliable.
* Children are effective communicators who use grammatical features and careful vocabulary choices to communicate their ideas, emotions and opinions concisely to others; through both the written and spoken word. When communicating verbally, they are able to speak clearly, using appropriate intonation and expression – including when debating or speaking persuasively.
* Children are confident when proofreading and editing their writing, highlighting and correcting grammatical and spelling errors and ways to further increase the quality of their writing.
* Children are inspired to write creatively and with passion and purpose, using the ideas they have acquired from their reading (both independent and as a group) and through other curriculum enhancement.
* Children write in a neat and consistent handwriting style.
* Children have developed the knowledge and skill-set they need to move into the next stage of their learning and then throughout their adult life.

This is monitored through:

* Book scrutinies
* Observations
* Informal drop ins
* Summative and formative assessment
* QLA data
* Analysis of cohort data
* Moderation
* Professional discussions
* Pupil interviews