

English - Our English curriculum encompasses the processes needed to be a successful reader and a successful writer. We use a text-based approach and believe strongly in the need to value and prioritise reading and opportunities for reading.



In EYFS, the children are taught the correct pencil grip and work on letter formation and size. This work carries on in Key Stage 1. Towards the end of Year 2 and throughout Years 3 and 4, we teach the children how to join their handwriting. This skill is embedded in Years 5 and 6.



We use the four purposes of writing to structure how the children respond to tasks. They write to inform, persuade, entertain and to explain. Much of our writing is based around the text we are reading. We also write regularly across the curriculum. Our children have opportunities to plan, draft and edit.



We teach phonics from EYFS and continue in Key Stage 1. We follow RWInc for speed sounds and then facilitate our children using the sounds that they have learnt in their writing. We make time for recapping previously taught sounds and our children read books containing the sounds that they are learning.



Our lessons are predominantly based around a text. The text is shared by the class teacher and support staff - providing access to more challenging texts for all children. The children discuss what they have read and understood, make links to themselves and other books and use this as a stimulus for writing.



In addition to the class text, our children have a shared reading lesson - we use our focus for this based on the reading domains. We look at Vocabulary, Inference, Predictions, Explanations, Retrieval and Sequencing/ Summarising (VIPERS). The children also have opportunities to read in subjects across the curriculum, to read for pleasure and they have a class novel read to them each day.



One of our main priorities is to broaden our children's vocabulary. We intend for our children to become vocabulary rich and so we immerse them in new and varied vocabulary and facilitate opportunities for the children to explore language, to use it in context and to manipulate it using prefixes, for example.