

'In a Nutshell' English Last updated September 2023	
Curriculum Intent	<p>At New Marston, we believe that the development of children's reading and writing is the essential skill to enable children to access learning in all aspects of the curriculum. We know that as children progress in education, the importance of accessing material in all curriculum areas depends on English; on having a rich vocabulary; being able to make links and build on learning - in reading, writing and grammar - and a desire to see oneself and express oneself through what is read and written and said: we want to ensure that all children develop the confidence and grit to relish the challenge of learning.</p> <p>Our aim is to ensure that English has joy at its core so that children have a desire to read, write and communicate with purpose. Through the texts that we choose we want children to recognise themselves, their culture and their communities, along with new experiences and what they could aspire to be. Our overall aim is to instil a confidence in and a love of reading and writing for all children at our school.</p> <p>https://drive.google.com/file/d/1JpdsmlMQA1lgYUGjxbq3Yfm-WomfVpn/view?usp=sharing</p>
Implementation	<p>Reading - Our core texts, which form the basis of our English curriculum, have been carefully selected to reflect our school community as well as ensuring that children are exposed to new experiences and a range of writing styles. Texts are explored through high quality book talk and discussion. Key vocabulary is explicitly taught and used in the classroom, together with a range of comprehension strategies to support a deeper understanding of what children read. Alongside our text based curriculum, children learn to decode words using a systematic, synthetic phonics program and practise fluency skills as a bridge between identifying words and constructing meaning. Reading extends across the curriculum, where quality texts are used so that reading skills can be taught in a range of contexts. We are consciously building of a positive reading culture where adults and children develop a love of reading.</p> <p>Writing - Writing at New Marston is taught through the understanding and explicit teaching of the writing process (how real-world writers create their texts). Writing for all years starts with an explicit understanding of why the children are writing (the purpose) and who they are writing for (the audience) and we make the purpose and audience real when possible. Building year on year, children engage with new projects through the development of ideas - where exemplar material is explored so children know what excellence looks like. This is followed by the planning and drafting section, allowing children to build on their ideas. As children progress through school, they then develop the skill of revision, which is where children have the opportunity to improve their writing and develop their language. The last two stages of the writing process are the editing stage, for accurate punctuation and spelling (which all year groups engage in with an understanding of developing the skill), and the final stage which is publication. All writing sessions are supported through the teaching of grammar that is applicable to their work (through grammar based, mini-lessons), the use of exemplar materials and high quality modelling, demonstrated by their teacher, at each stage of the explicitly taught process.</p>
Learning Environment and resources	<p>In every classroom, children are exposed to the key, tier two vocabulary that they will encounter in the class-based text. The words are organised according to word class so that children are better able to decode the meaning of individual terms. This is now being implemented across the curriculum as well.</p> <p>Each stage of the writing process that is applicable to the year is also on display, is referenced by the class teacher and helps the children see learning (and writing) as a journey. Models and exemplar material that supports a child's understanding at any point of the writing process is part of a class working wall and the intended audience and purpose is visible as well.</p> <p>In addition to vocabulary and the writing process, working walls in KS2 reference the reading skills in reading that are being explicitly taught and the corresponding sentence stems that scaffold children's learning and application of these skills.</p> <p>The library is being redeveloped so that high quality texts support both the learning that takes place in classrooms and children's enjoyment of reading.</p>
Assessment & Feedback	<p>High value is placed on formative assessment in English, in line with New Marston's own assessment, feedback and marking policy. We use formative assessment across the curriculum to check understanding, inform teaching and next steps and embed knowledge. We do this through a variety of methods including reflecting on prior learning, questioning, mini plenaries, observation and marking.</p> <p>In reading and writing, we make a summative judgement of whether a pupil is working at the standard in reading in three assessment points each year. We use the PIRA Assessment Test in each year (except Year 6, who</p>

	<p>use previous KS2 SATs tests) in line with all RLT schools. In writing, we use a combination of our bespoke KPI assessment grids and No More Marking (comparative assessment) to summatively assess our children. The knowledge gained from these assessments concerning gaps then informs planning. Phonics is assessed termly using the Read Write Inc assessments which are then used to group children according to their reading needs.</p>
Links to EYFS	<p>In EYFS, children develop language and communication skills through planned sessions using texts from our core list, alongside learning through play in an environment that promotes reading and encourages quality interactions that use vocabulary to develop learning. Opportunities for story time are timetabled throughout the day and themes for learning are often visited through stories beyond our core text list. Opportunities to develop the skills for writing, including motor development, are planned for within provision and opportunities to mark make (that meet the needs of our children) are presented throughout the setting. Writing is regularly modelled by adults, during group times and also in 'real world' scenarios.</p>
Other information	