

Curriculum Intent: What do we want our children to learn?

At Grange Infant school, we want our pupils to have the speaking and listening skills to be able to communicate and engage in the world. We aim for pupils to be able to articulate their thoughts, feelings and experiences in a clear way, both verbally and in writing. As English supports learning in other subject areas we aim for pupils to gain experience in reading a wide range of texts: both fiction and non-fiction. We want pupils to use their experience of their reading in their writing and vice versa.

We aim for pupils to:

- Read for pleasure: fluently with good understanding
- Write legibly for a range of formal and informal purposes
- Acquire a broad vocabulary in order to articulate themselves clearly
- Be able to apply knowledge of grammar in reading, writing and speaking
- Develop speaking and listening skills in order to present information to others; debate with others and

English in a Nutshell



Our 5 Curriculum Drivers in English:

Curiosity- The children will develop curiosity through the chosen texts and genres used.

Courage to Take Risks-The children will be encouraged to take risks when reading and writing, using adventurous vocabulary and word choices.

Love of reading- The love of reading will develop through the texts chosen and activities surrounding these.

Imaginative- The book choice will help to develop the children's imagination which will be evident in their reading and writing.

Empathetic- Empathy will develop as the children become skilled readers and writers through delving into the characters etc.

Curriculum Implementation: How do we do it at Grange Infants School?

Pupils learn grammar, punctuation, vocabulary and spelling within the context of reading quality, challenging texts. In creative and inspiring English lessons, pupils are offered a wide range of fiction, non-fiction and picture books to study in depth alongside carefully chosen animations. Lessons are taught using both active learning and elements of the talk for writing approach to ensure they are exposed to each genre enough before embarking on their journey to the final outcome.

Progression is achieved through use of objectives taken from the national curriculum and our Integra documents are used for writing assessment so that children develop as writers. Throughout the three phases of teaching, working walls are used as visual prompts to enable pupils to use prior and current learning in their independent writing. Pupils are taught editing and revising skills to enable them to improve their work becoming authors who are writing for purpose and audience.

Spellings are taught using the phonics approach according to the rules and word lists contained in Appendix 1 of the English National Curriculum.

Grammar and punctuation are taught within the 3-phase approach. One or two skills are taught each week and pupils use these to create short burst pieces of writing. The final outcome of each 3-week unit will showcase the pupils' use of all skills learnt.

Impact

By the end of KS1 we aim for pupils to have developed an interest in reading and writing across a range of genres. They will be able to express themselves fluently both verbally and in their writing in order to support their future learning. Pupils will make good progress from their own personal starting points. By the end of Year Two they will be able to write coherently within a variety of genres. Within the writing a variety of skills will be seen and a wide range of vocabulary to interest the reader.

All children will develop a life long love of both reading and writing.

Text based English lessons

3 phase approach.

Phase 1

Immersion in text
Vocabulary
Speaking and listening
Drama
Story maps

Phase 2

Oral rehearsal
2 skills taught
2 short bursts using the skills taught.
Fiction and non-fiction.

Phase 3

Plan
Modelled/ Shared writing
Independent write
Feedback
Editing and revising

