

# **Christ Church School, Hampstead**

## **Curriculum statement: English**



The Governing Body of Christ Church Primary School, Hampstead adopted this statement for English in May 2015 and it should be read in conjunction with our Literacy across the Curriculum document, our Teaching and Learning Policy and our published curriculum overview.

### **The contribution of English to the primary curriculum**

At Christ Church School we believe that the teaching and learning of English (reading, writing and speaking and listening) is integral to the successful teaching and learning of all other subject areas. Confident reading, writing and speaking and listening skills are vital life skills and it is our responsibility at Christ Church to teach and support the children in our school in developing all these skills to the best of their abilities. This policy sets out the procedures and practices we follow in supporting children in developing these skills.

### **Aims and Objectives of teaching English at Christ Church**

Pupils should be taught to

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.
- use skills learned and developed in English across the curriculum.

### **The Curriculum**

At Christ Church School the curriculum is defined but not limited by the current National Curriculum guidance and cover Reading, Writing and Speaking and Listening.

### **Phonics**

Reception, Year 1 and Year 2 follow the Letters and Sounds synthetic phonics scheme. The Letters and Sounds scheme is broken down into six progressive phases. Phonics is taught daily and additional to literacy teaching. Phonics may be tailored specifically for cohort which may be at a faster pace than as expected for age group nationally in order to meet the needs of the children in the class.

### **Spelling**

In KS1 and KS2, children learn spelling strategies and patterns as part of English lessons. Children are set differentiated weekly spellings to learn at home which have a spelling pattern to follow each week.

### **Reading**

Children at the early stages of reading take home at least one home reading book at an appropriate level from the school's levelled reading books each week; these home reading books are changed more often in the younger year groups. Our resources for levelled reading are from a number of sources; the largest group are from the Oxford Reading Tree scheme.

Guided reading sessions take place both within and outside Literacy lessons, as appropriate to the text type being studied and the age and ability of the children. Teachers should use their professional judgement to decide the suitability of guided reading in accordance with their English teaching.

### **Speaking and Listening**

Spoken language underpins the development of reading and writing. Teachers therefore design opportunities for continual development of pupils' confidence and competence in spoken language and listening skills. Pupils are given opportunities to adopt, create and sustain a range of roles. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances. Opportunities for speaking and listening are incorporated across the curriculum and tasks such as 'Week in the Spotlight' and 'My amazing family' and many Arts Project activities are designed to encourage speaking and listening.

### **Grammar**

Grammar is intrinsic to the teaching of writing. Grammar can be taught through the teaching of writing or discretely using teachers' professional judgement and depending on the prior knowledge of the class.

### **EYFS**

In Reception the teacher provides opportunities for children to develop communication, language and literacy skills through opportunities to speak and listen and represent ideas in their activities, using communication, language and literacy in every part of the curriculum and being immersed in an environment rich in print and possibilities for communication. Teaching is designed to encourage mark-making and writing with examples being modelled by the teacher. Opportunities are to be designed to encourage writing during free flow activities e.g. in role play area.

### **KS1 & 2**

In Key Stages 1 and 2, teachers plan and teach four or five daily Literacy lessons per week. Short-term planning will cover a balance of word, sentence and text level objectives in both reading and writing. There are also planned opportunities for speaking and listening activities, although these may take place outside the Literacy lesson and within other curriculum areas. There are planned opportunities for both shared and modelled reading and guided writing throughout each unit of work. Opportunities for digital literacy should also be included in planning of literacy teaching.

### **Review**

This policy should be reviewed every three years to ensure that it is a reflection of current best practice.

Revised by the school's English subject leader – January 2015