

# Cleeve Prior CE Primary English Curriculum offer

Nurturing

Flourishing

Growing



*“The more that you read,  
the more things you will  
know. The more that you  
learn, the more places  
you’ll go.”*

*Dr. Seuss, Children’s  
Author*

Our vision is to provide a safe, caring and nurturing environment, where everyone is given opportunities to learn, discover and grow in our changing world. We will live out our Christian values of Respect, Hope, Love, Forgiveness, Trust and Honesty and strive to guide our community into leading fruitful lives, learning from Jesus' teachings, to love themselves and one another in order to flourish.

‘Teach children how they should live, and they will remember it all their life.’ Proverbs 22:6

Cleeve Prior CE Primary School – Learning and growing together in God's family.



We believe our vision, along with its associated values, set the tone for our entire ethos as a school community. We want to give our children the best start, be led by the example of Jesus' life and for all our children to know that they can achieve anything if they put their mind to it. Our role as a school is to help them to become citizens of the future, to lead and inspire others.

Our school promotes an exciting, Christian community in order that all of our pupils will:

- ◆ become independent life-long learners with an enjoyment of learning.
- ◆ achieve their full potential in all areas.
- ◆ behave well and grow in self-esteem.
- ◆ make progress emotionally, morally, physically, socially and spiritually.
- ◆ have respect for others' views, be tolerant of differences and value one another equally so they are able to live and work harmoniously in our multi-cultural society.



# English Intent - Reading

At Cleeve Prior CE Primary School, we aim to make all of our pupils 'fluent readers'. We provide a systematic approach to reading so that our pupils achieve the skills required and a positive attitude to become confident readers and have a life-long love of literature. Pupils are encouraged and supported to become enthusiastic, critical and independent readers.

We aim for pupils to:

- become skilled readers who can understand print produced in a variety of forms and for a range of purposes;
- read for information, interest and enjoyment;
- understand the features of a book and how it works;
- know that letters on the page represent the sounds in spoken words;

# Reading Implementation

## Early Reading

Reading and phonics teaching begins early at Cleeve Prior following the systematic phonics scheme RWI Phonics.

When children reach Reception age, they are introduced to more complex sounds and begin to blend sounds together to read words. Children will receive their first reading book which will be matched to the sounds that have been taught in class. We use the RWI readers which are directly linked to our phonics scheme. All books will be phonically decodable and progressively introduce the common exception (tricky) words.

As children's reading skills develop, they will progress onto books with more complex sentences and, eventually, onto longer story books. To aid children's progress, they have daily direct phonics lessons (see our phonics policy for further details).

## Book Bands

When children are secure with their phonics, they will progress onto books that are suited to their reading ability. These reading books are graded by difficulty and linked to their current phonics level. As children's reading skills develop they will progress through the book levels.

## Shared Reading

In Year 2, children are introduced to guided reading activities during their phonics sessions. Then, in KS2, reading is taught 4 times per week through whole-class shared reading sessions. These lessons focus on developing reading using high-quality extracts including narrative, poetry and non-fiction. Through these guided reading sessions, children will focus on developing skills in vocabulary, inference, prediction, explaining, retrieving, summarising and sequencing.

Key Stage 2 children also get the opportunity to read more challenging chapter books with an adult every week. They take turns reading and listening to each other and participate in discussions about the text.

## Reading for Pleasure

Reading for pleasure is an important part of developing a passion and enthusiasm for reading whilst building vocabulary and cultural capital. Daily reading for pleasure sessions encourage children and staff to share and recommend books of personal choice. Children are encouraged to read a range of text such as newspapers, magazines and non-fiction books that they find interesting and engaging.

## Storytime/Class Book

We believe that it is important that all children have the opportunity to listen to stories read by an adult. This allows all children to experience a range of texts that have been chosen to support our school values, cultural capital and children's enjoyment.

## Author of the Year

Each class has an author of the year. They discuss these authors and find out about their lives and the different books they've read. They will also listen to a number of their books during class story time.

## Reading at Home

Children are expected to read at home at least 3 times per week and this is recorded by parents/carers in a reading record. Staff monitor reading records to highlight any children that are not reading at home and these children will read to an adult in school where possible. As an incentive to read at home, the children receive rewards in line with the school learning behaviour approach.

## Reading Support

There are pupils who will find reading challenging for a number of reasons. Reading throughout school is tracked carefully and pupils are given timely support. Where we identify that a pupil is not making progress, we plan interventions and appropriate support. We involve parents/carers in all discussions around supporting progress to ensure that pupils make progress from their starting points. Where pupils do not make progress due to a special educational need or disability we put a pupil-centred plan in place and follow the guidance set out in our SEND policy.

It is vital that all pupils make a solid start in school and develop the resilience needed to overcome barriers to learning in a supportive environment. We believe that all children can achieve and it is our priority to ensure they do.

# English Intent - Writing

- At Cleeve Prior CE Primary School, writing is taught in whole class lessons that are adapted so all children have the opportunity to develop their own ability and age-related skills and knowledge contained in the National Curriculum. We believe good teaching of phonics, reading and handwriting go 'hand in hand' to produce confident writers. We want all of our children to be able to confidently communicate their knowledge and ideas through their writing.
- Our English curriculum engages our pupils in an inspiring and stimulating manner. We use top quality texts and exciting 'hooks' which encourage each child's love of reading and writing. When planning learning opportunities, we ensure that they are enjoyable, memorable and accessible to all. We will ensure:
- Each individual is guided and nurtured on their own personal journey to become a successful writer.
- All children are given exciting and purposeful writing opportunities that engage them.
- All children will acquire a wide vocabulary and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- All children have a clear understanding of grammar and apply it effectively to their writing.
- Children write clearly, accurately and coherently.
- Children have the necessary tools to adapt their language and style for a range of contexts, purposes and audiences.
- All children are encouraged to take pride in the presentation of their writing, by developing a legible handwriting style by the time they move to secondary school.

# English Implementation - Writing

At Cleeve Prior we have a clearly planned writing framework which is bespoke for mixed-age classes as a basis for teaching writing skills.

The framework is a clearly structured approach to teaching writing where each strand of writing is broken down into small steps to allow pupils to experience success with their writing. Teaching sequences are carefully planned to ensure opportunities for consolidation and the development of a skill relating to framework. These success criteria are accessible within the learning environment and are added to as new skills are introduced.

Our teachers create their own WAGOLLs (What a Good One Looks Like) based on the stimulus text/hook to model to the children how to include the identified features in their own writing. These are produced for both fiction and non-fiction sequences of learning.

At the end of each sequence of lessons, which usually lasts around two weeks, the children take part in an extended writing activity on a text type. This is our 'Star Write' and the different aspects of spelling, grammar, punctuation and vocabulary taught during that sequence should be evident in the children's extended writing. These strands are taught to match the curriculum for each year group, becoming increasingly complex over the course of the year as the children become more highly skilled. This allows teachers to teach specific skills discretely and ensure they are layered to give our children the tools they need to become confident writers.

A whole school 'Big Star Write' is completed twice a year to assess children's writing. Class teachers come together to moderate this work. This enables all member of staff to see progression through the year groups and to discuss pre-key stage, WT, E & GD.



- For more details – please see our reading, writing and handwriting policies on our website.