

At Eden, we aspire for each child to develop a deep interest in, and love for, reading and writing so they are equipped with the knowledge and skills they need to thrive in their primary education and in the future. We offer a comprehensive English curriculum, integrated into class topics and both Jewish and outdoor education, which has been specifically designed to provide a broad and diverse range of reading and writing opportunities across genres, subjects, and cultures.

The breadth and depth of the curriculum provides challenge for all abilities and it is sequenced to ensure the progressive development of reading, writing and oracy. We address National Curriculum objectives in depth, whilst planning for and using this to enhance learning experiences in all other areas and ensuring that high standards of writing, including challenging vocabulary, are used in all subjects. We ensure the progressive development of concepts, knowledge and skills across the English curriculum to ensure that all children develop fluency in reading, writing and oracy and a life-long love of literacy.

Reading is at the heart of our curriculum. Staff promote a love for reading and exploit opportunities for children to read widely and deeply across all subject areas. Children have access to high quality, appropriate reading content, including a school library and class book corners. Reading is taught discretely through phonics, guided reading and comprehension lessons, and English units of work are focused around carefully-chosen, high-quality texts chosen by the class teachers and approved by the English subject lead. We set out to ensure good quality and appropriate content are provided for reading experiences; that children have opportunities to present their learning, such as in displays and assemblies, and that there are writing opportunities of different genres given in each subject.

Children have opportunities to write across different contexts and writing opportunities of different genres are provided in every subject. Opportunities to write at length are planned for in all subject areas. Writing opportunities are contextualised and purposeful, drawing on a range of texts including fiction, non-fiction and Jewish texts. Children are able to present their writing in beautiful and meaningful ways, such as the Pesach haggadah, which they can share with their families and cherish.

- Correct, sophisticated and expressive vocabulary is modelled across the year groups through a language-rich environment in which children of all ages are encouraged to participate in discussions, ask and answer questions, and develop their verbal skills in a challenging, supportive and responsive environment. They present their learning in oral and written form and have frequent opportunities to develop the art of public speaking through performances, assemblies and presentations. The school's Reggio-Emilia inspired approach encourages child-led discussion, facilitated and documented by adults, in all year groups.

Regular opportunities for practice enables children to revisit and rehearse newly acquired skills and knowledge, embedding fluency and helping to close any gaps in learning. In phonics teaching, revisiting of skills is built into every lesson. When writing in other subjects,

previously learned grammar and composition skills are included and reinforced through different writing opportunities. Comprehension work builds up in complexity, and Guided Reading in smaller groups allows teaching to take our children forwards, whilst monitoring for any gaps. Pupil-teacher conferencing and in-the-moment marking offers impactful and personalised feedback, allowing children to make quick progress.

We promote a positive mindset and resilience so that our children attain their best, are challenged to achieve their best and leave ready for their secondary education and beyond. English units are structured so that the children have the time and teaching they need to build up the skills necessary for their longer pieces of writing, helping them to develop their stamina and independence in writing.

It enables them to want to learn and enjoy creating work that allows them to reach a high standard in all areas of the curriculum, with enough time given for researching, discussing, proofreading and redrafting. Having the confidence to take risks is valued and 'having a go' encouraged at all stages.

## **Eden Primary Curriculum: English Implementation**

Knowledge and skills in every area of English are taught creatively, underpinned by well-sequenced planning. Teachers write an overview for each unit of work so that progression of skills and coverage of objectives can be easily seen. Units of work are carefully sequenced to ensure that concepts are taught in a logical order and more challenging activities are based on previous learning. Lessons are objective-led and planned in response to assessment information from prior learning. Learning is layered, building on the skills expected in each year group so that the areas of reading (phonics, comprehension and reading for enjoyment), writing (composition, handwriting and spelling) and speaking and listening are planned for in line with National Curriculum objectives and in the appropriate way for the audience. Crucially, this planning reflects the high expectations we have for our children and a belief that every child can reach their full potential.

Speaking and Listening skills are developed across reading and writing, as well as all other subject areas:

- Children are encouraged to communicate their learning through presentations.
- Leading collective worship for the school and families, such as the Year 2 Shacharit assembly, Year 5 Kabbalat Shabbat or Year 6 Yom Kippur assembly.
- At least once a year, each class delivers a class assembly which parents are invited to watch. At the end of Year 6, and often in other year groups, a large-scale performance giving children the opportunity to refine their skills in speaking to a large audience and develop their confidence in public speaking.
- Every child can 'apply' to be a School Council or Tzevet Yarok (Green Team) member by presenting ideas and suitability for the role to their class.
- Each class has a weekly, scheduled outdoor learning session, meaning that first-hand experience of, say, science, contributes to more meaningful written outcomes.

Reading is taught through English lessons as well as Guided Reading sessions for Reception to Year 3 and Whole Class Reading lessons from Y4 onwards.

- Each English unit takes a text (either a full book, a poem, or an article) as its starting point and reading objectives such as information retrieval and justification of opinions based on evidence from the text are taught explicitly through English lessons as well as through Guided or Whole Class Reading.
- Guided Reading takes place from Reception to Year 3 using a selection of dedicated guided reading books. Working in different groups offering challenge or support, the children have dedicated time with a class teacher, enabling effective teaching of reading skills, as well as assessment.
- Whole Class Reading/Comprehension lessons take place in Years 4, 5 and 6, encouraging the development of skills needed to process and communicate ideas, in turn ensuring effective learning in other areas of the curriculum. Reading skills are taught explicitly so that children are aware of which skills they need to use and when.
- In classes, books are displayed to supplement topic work, and clearly labelled for accessibility.
- Home reading is a priority and is encouraged as children move up the school, with a large selection of banded texts from Reception to Y3 (and as required for individual needs in KS2), and from a selection of free readers. Parents make a note of books read in Reading Record books, but as soon as they are able to, children are encouraged to complete their own.
- To promote Reading, all our classes have a welcoming book or library corner, where children can access a wide range of different level texts. Each library is organised according to the Department of Education's Reading Framework, with appealingly-presented, accessible texts which are regularly rotated by the class teacher.
- Children are encouraged to present books to the class on their birthdays, generating positivity and excitement as well as a personal connection with texts in the classroom.

Writing skills are developed across the curriculum as well as being taught discretely in English.

- Handwriting is taught from Reception through to Y6, with a consistent approach in line with National guidelines, and following the PenPals scheme. This is reinforced through handwriting lessons delivered in the most appropriate way for each class, with one-to-one support, small group interventions, and whole class teaching.
- Extended writing opportunities are built into all Medium Term Plans across foundation subjects, including Jewish Studies.
- Written work is displayed in each classroom, and writing submitted by the children from whole school writing tasks is displayed in corridor areas.
- 'Little Wandle Letters and Sounds' for reading and spelling. Early Years and KS1 follow a phonetic approach, which is usually taught in ability groups, with some whole class teaching by Year 2. Mixed-ability teaching in Phonics gives all children the opportunity to experience higher level work, with challenge for higher attainers built into the sessions through the use of, for example, polysyllabic words, and intervention groups to enable lower attainers to make additional progress and close any gaps in learning.
- Children's achievements are celebrated through our award systems: positive notes home, mentions in assembly, and recognition in class.
- Children's work is displayed and celebrated wherever possible.

- Babcock's 'No-Nonsense Spelling' scheme is used as a base for teaching spelling from Year 2 onwards.

**Children of all attainment levels develop their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. Teaching:**

- Aims to close gaps and reduce barriers to learning (limited vocabulary, poor background knowledge, reading fluency, difficulty in expressing ideas).
- Provides extra scaffolding where necessary, through the use of resources such as word banks, writing templates, visual prompts, differentiated resources and adult support. This enables all children to achieve the lesson outcome regardless of their individual needs.
- Sequences learning to provide opportunities to revisit and embed skills and knowledge.
- Is sufficiently ambitious, high quality, and well-rounded that all pupils make good progress.

## Eden Primary Curriculum: English Impact

**The impact of our curriculum is the measure of how well our intent has been realised.** It is demonstrated through the children's' achievements, their confidence to demonstrate the knowledge they have retained over time and the strong outcomes for all groups or pupils across the school.

**Children's achievements in English are assessed in a variety of ways.** Marking and feedback provides ongoing assessment information and teachers are encouraged to conference with children in order to best assess their attainment and next steps. In Key Stage 32, low-stakes formative testing (quizzes) are used to monitor childrens' grammar knowledge and application. KS2 teachers have access to the spag.com programme to enable quick gap analysis and targeted homework tasks. Every child is assessed half-termly using Target Tracker alongside samples of work as well as reading records and teachers' own judgements, and progress discussed at regular Pupil Progress Meetings.

**We continually evaluate the impact of our English curriculum by assessing evidence that defines a high quality education, through:**

- Judgements which are based upon a range of monitoring and evaluation activities within school, led by the English subject lead, such as work scrutiny, Pupil Voice discussions, outcomes of assessments and quality of teaching and learning.
- The learning attitudes, engagement and motivation shown by the children.
- Ongoing feedback and assessment which addresses misconceptions and gaps in learning and informs planning to ensure that the curriculum effectively meets the needs of all pupils.
- A range of assessment and analysis strategies: low-stakes formative testing, moderation of work, pupil interviews and discussions with governors, and regular updating of the Target Tracker assessment system, to ensure that children who need extra support can receive it promptly.
- Evidence from monitoring which shows that children are active in their learning, are able to construct their own knowledge and are able to think flexibly and creatively.