



English at Robert Le Kyng

Intent

At Robert Le Kyng we believe that all children should be provided with a purposeful and engaging English curriculum that develops children's love of reading and their writing skills. Our English curriculum offers the children purposeful writing opportunities and to write for different contexts and audiences. In reading, our children are immersed in a rich, varied and ambitious range of texts and genres. The curriculum we offer provides the children with a strong knowledge of English and provides clear progression through the school. Through the use of robust assessment tools, we are able to provide targeted support for our children so that they are able to achieve their full potential and experience success within this subject.

The curriculum that we provided is closely aligned to the aims of the 2014 Curriculum:

- read easily, fluently and with clear 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 literacy 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

These skills are consistently reinforced in other curriculum areas as we recognise the importance of clear and concise English skills to convey our children's knowledge and understanding in all subjects.



Implementation

Reading

Early reading development is supported using the Read Write Inc scheme and a phonics programme which is then adapted to provide interventions throughout the whole school. Regular training and development of staff is in place so that they have the skills to run effective interventions and have a sound knowledge of the resources available to them. Our weekly timetable allows the children to visit the library once a week where they have access to a range of quality books from authors of varying ethnicities and cultures. The book corners are well maintained and we implement a book rotation so that the children have access to a range of text types in the classroom.

Guided Reading lessons are structured so that we cover all the different reading skills. This is achieved by following VIPERS. The Vipers acronym stands for:

- Vocabulary
- Inference
- Prediction
- Explain
- Retrieval
- Summarise

During these lessons, we cover a wide range of non-fiction, fiction and poetry texts.

Writing

At Robert Le Kyng we do not consider writing as a discreet subject but as a group of key skills that must be reinforced and refined across our whole curriculum. When planning English lessons teachers make cross-curricular links where they can and writing is embedded into our topic lessons; this provides the children with further context for learning.

A typical unit plan would follow this structure:

- Immersion in text and features of the genre



- Focused lessons with clear and discreet grammar and/or composition objectives
- Planning and organisation
- Modelling
- Extended writing opportunities
- Editing and redrafting

Assessment for learning is built into the planning and then informs any changes to planning that need to be made. Children are provided with success criteria which is then looked for in the final piece of writing. The children are actively involved in assessing their own and their peers' work and provide feedback which is then used in editing or redrafting. Teachers provide the children with targets to help ensure continuous development of their writing.

Impact

The way in which our curriculum is organised produces confident and enthusiastic readers and writers across the school who are keen to develop their English skills. They are happy to take risks in their learning and willingly discuss their ideas to develop their understanding. The use of cross-curricular writing enables the children to apply their skills through a variety of text types and to consider the purpose; adapting their writing appropriately.

