**English**

**Curriculum Statement**

At Cheriton Bishop and Yeoford Primary Schools, we want our children to become resilient, positive, articulate young people who are able to make well informed life choices. We believe that this is supported by the taught curriculum, as well as the enrichment opportunities we offer our pupils.

**Intent**

We believe that a quality English curriculum should develop children’s love of reading, writing and discussion. We recognise the importance of developing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the arts of speaking and listening and who can use discussion to develop their learning. We believe that a thorough grasp of literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

We believe that our children should be challenged and engaged in every lesson and that as a result, they should make progress. Quality first teaching ensures that all children including SEND, PP and the lowest 20% are supported to access the curriculum. Children develop a ‘suitcase of skills’ and vocabulary which they are able to apply in real life situations

**Implementation**

The 2014 National Curriculum states that:

*‘English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.’*

These aims are embedded across our English lessons and the wider curriculum. The curriculum is rich and children are encouraged to think, talk and act like readers and writers. They are offered the room to explore, investigate and make mistakes.

Children take part in whole class and group reading lessons using rich texts to enable discussion, excitement and development of language, which in turn, inspires our children to incorporate language from these texts in their own writing. They are taught the phonics needed to be confident at decoding before moving onto the skills that build strong comprehension.

All teachers ensure to plan stimulating English lessons which incorporate a variety of learning styles so that children are excited and enthused in their lessons, leading to a strong motivation to write. In Reception and KS1 there are daily phonics sessions whilst in KS2 Morning Mastery sessions provide the opportunity to focus on basic spelling, reading and grammar skills.

Children are encouraged to edit their writing with a critical eye, behaving as ‘a writer’ and always keeping ‘the reader’ in mind. There are clear ‘everyday writing expectations’ in each class which ensure children understand what is expected as they progress through each key stage. All children are encouraged to develop their imagination and are given the chance to write freely and enjoy sharing their ideas in a variety of purposeful ways both in English lessons and throughout the wider curriculum. Children’s contributions are valued and celebrated.

**Impact**

We recognise that through the study of English, we are equipping our children with a uniquely powerful set of tools to understand the world around them. These are tools that will be used in everyday life, both now and as they grow. We believe that our well-rounded English curriculum supports the children in becoming articulate, resilient and confident to take risks. We also recognise that a rich English curriculum very much supports children in understanding the British Values of democracy, tolerance, mutual respect, rule of law and liberty and that this will hold them in great stead in their future endeavours. We are passionate that the impact of the children’s study of English helps to mould them into successful learners. We want to support learners who are:

* not afraid of making mistakes
* vocabulary rich
* confident speakers and listeners
* imaginative and playful
* enjoy learning and strive to be the best that they can be.

We strive for our focus towards language and vocabulary to enhance the children’s world.

The Curriculum Leader for English is: Mrs Nicola Miners

**English in the Early Years:**

English is one of the seven aspects to the Early Years Framework, known as Literacy and is fundamental to enable a child’s successful development of Reading and Writing as they progress throughout the rest of the school.

In Early Years, we promote early Reading and Writing in children as young as two as we believe it underpins their natural curiosity of storytelling and early mark marking. In Pre-school and Reception, we carefully plan for Literacy throughout our continuous provision, enabling mark making and early sound recognition throughout their independent time. Within every area of the classroom we can provide opportunities for children to mark make, for example . . .creating marks in playdough, chalking on the ground etc.

Throughout Early Years, we provide fun and exciting reading activities for children including; reading out and about in the school grounds, visiting the library, experiencing escaped book characters – such as The Escaped Gingerbread man.

In Pre-school, children begin to explore Phase One Phonics and will learn to discriminate between environmental, instrumental and body sounds as well as beginning to develop an awareness of rhyme, alliteration and oral sound blending.

In Reception, we begin to teach individual phonemes, starting with Phase Two. During daily Phonics sessions we can teach children to discriminate between different phonemes as well as teaching them to segment and blend sounds in words to read them.

In addition to this, we share a love for reading with various stories that can be shared with the children. We focus on a high-quality text and provide opportunities for the children to sequence, re-tell and use role play to develop their own ideas of storytelling.