



English Curriculum

"Once you learn to read, you will be forever free." Frederick Douglas

INTENT	
 Alignment to National Curriculum	At Abbey Primary School reading, writing listening and speaking unlock the curriculum. High priority is given to the expansion of pupils' vocabulary so they can articulate themselves clearly and confidently in all areas of the curriculum and in their wider lives. Children are taught to become fluent readers who develop a life-long love of literature, whilst also giving them the opportunity to develop their own style and expression through writing. In line with the National Curriculum, we ensure that all children: • 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 through the chosen texts and links to the wider curriculum • 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; elaborate and clearly explain their understanding and ideas • Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
 Curriculum End Points	See the curriculum progression grids for Reading and Writing. These include the curriculum endpoints for each strand of English including: Reading - Word reading - comprehension Writing Progression Grid - Handwriting - Punctuation - Grammar (word classes and sentence level grammar) - Spelling - Sentence Structure - Composition (planning, writing, proofreading, editing and drafting)
 Sequencing	Purposefully sequenced progression grids, incorporating the content of the national curriculum, illustrate all strands of reading and writing, from the EYFS to Year 6, to support staff in identifying where key knowledge is taught and what has been taught prior, with consideration of the cumulative nature of English. The strands of English are highly interconnected meaning that pupils need to be competent in their application of all aspects of these to fully engage in reading, writing, speaking and listening. From the EYFS to Year 6, pupils are taught the key components of knowledge, with a clear focus on sentence structure and vocabulary acquisition, enabling them to 'get better' at reading and writing. This is supported by considerably chosen texts in reading lessons, modelling of writing in real time by teachers and explicit instruction of how to edit and improve their work. The curriculum has been designed to enable pupils to master new content, as well as have opportunities to practice and revisit prior learning, especially when it has been identified as more challenging to acquire. Pupils learn to think like writers when presenting their written work e.g., by choosing a way that is reflective of the purpose for which it is being used e.g. note-form when researching. draft-form and best-writing. Pupils' best writing is displayed around school to provide a purpose for its publication and to celebrate their efforts. They learn how to improve their writing (by re-reading, editing, proofreading, and redrafting) with a particular emphasis on doing this more independently as they progress into Upper Key Stage 2, once the technical aspects of writing are secure.
 English for All	A 'keep up, not catch up' approach ensures that pupils understand and remember what is taught before moving on. This approach supports all pupils, including those with SEND. The curriculum is designed a progressive way ensuring that pupils encounter new learning in increasing depth with opportunities to practise and consolidate key learning. Timely reading interventions support pupils in 'keeping up' with their peers when they are identified as not making the expected progress. These rapidly address phonics gaps, reading fluency and comprehension. Children who find it difficult to read at home, or require further practice, are identified and targeted as daily readers. Regardless of their challenges with reading, an inclusive approach means that pupils, wherever possible, still encounter modelled reading and writing by the class teacher so that they access the rich opportunities for discussion and vocabulary exploration. For children working well below age-related expectations, precision teaching focuses on identified key knowledge and aims to target specific gaps. A weekly library slot is timetabled for all pupils so that they can choose books from the library, spend more time reading their class treasure chest book, or even bring in books from home to share with their friends.

Extra-curricular Clubs: These are created and directed to enhance the English curriculum for a range of purposes including: instilling and supporting a love of reading (the opportunity to read in a nurturing environment) and boosting pupils' confidence and ability in specific areas e.g. building fluency or discussion to promote comprehension.

Pupils with SEND

Effective curriculum planning, informed by either the pupils' B-Squared targets or the relevant stage within the progression grids, makes specific adaptations based on pupils' identified needs across the four broad areas of need. Lessons are adapted purposefully, where necessary, so that pupils' achievement is never artificially limited. Ambitious outcomes for pupils with SEND are enabled as a result of detailed progression in all strands of the English curriculum ensuring that the progress they make follows the same pathway as their peers.



Our English curriculum develops pupils who:

- **Speak, listen, read and write fluently to communicate ideas, information and emotion with accuracy and the desired effect**
- **Recognise the joy and benefits of reading and become self-motivated, avid, critical and independent readers for pleasure and/or purpose**
- **Develop a clear, legible handwriting style that enables them to capture their ideas and information at an effective speed**
- **Spell accurately and use correct grammar and punctuation when writing (and correct grammar when speaking)**
- **Use a wide range of ambitious vocabulary in their spoken and written work to create specific effects – with awareness of their audience**