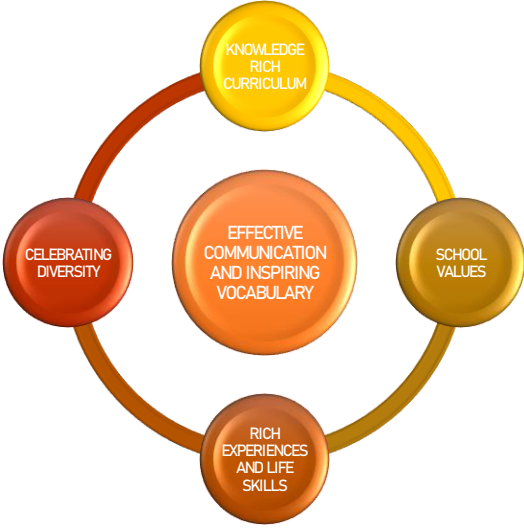


English (Writing)

Our progressive English curriculum is centred on high quality texts that aim to fully immerse each child into the world of literature. These rich literary experiences are underpinned by sequential skills that build on the children's prior knowledge and ensure a secure acquisition of reading and writing skills. Within the wider curriculum, reading and writing opportunities are carefully planned to further expand and build on children's vocabulary. There are opportunities for the children to articulate and develop their oracy skills across the curriculum. Beyond the classroom, theatre trips, visits to local learning destinations and whole school events highlight and continually build a love of reading. This reading culture effectively prepares our pupils for life in the modern world.

	Effective Communication and Inspiring Vocabulary Effective communication is a fundamental skill that we explicitly teach. Beginning in EYFS through the prime area: communication and language and through our application and delivery of a systematic, synthetic phonics (SSP) program Red Rose. These key skills are nurtured so our children become effective communicators, independent readers and fluent writers. In EYFS, story boxes, poetry baskets, nursery rhymes and helicopter stories provide opportunities for children to develop these fundamental skills. Across KS1 and EYFS our SSP program continues and children select home reading books that match their phonetic ability which further expands children's understanding of the vocabulary being taught. In KS1 and KS2 children are immersed into our English Curriculum, which is centred around high quality texts. Our planning provides daily opportunities for children to write, including writing for a purpose. These many writing opportunities develops children's transcriptional and compositional skills. Children also continue to select home reading books that match their phonetic ability and/ or their comprehension skills. Through KS2, whole class guided reading and the spelling scheme No Nonsense Spelling and No Nonsense Grammar is taught. This explicit teaching of spelling patterns and vocabulary provides multiple opportunities for children to rehearse and practice newly taught vocabulary. We recognise that oracy is a powerful tool for learning and teach our children to become effective speakers, listeners to empower them to better understand themselves, each other and the world around them.	Knowledge Rich Curriculum Our systematic, synthetic phonic program Red Rose runs consistently through EYFS and KS1, phonic intervention is also planned and delivered to ensure all children achieve and build on their skills throughout their time at Asmall. A secure phonetical understanding and the sequential building of words (high frequency and tricky) ensure children become confident independent readers. In EYFS, communication and language objectives and literacy objectives are taught alongside SSP enabling children the tools to begin to write. This early milestone is nurtured within Asmall and we continue to nurture our young learners writing journey throughout KS1 and right through KS2. Our English curriculum (Year 1 to Year 6) is personalised from the award-winning Literacy Tree scheme and it is centred on high quality texts. Writing skills are thoughtfully built from prior learning ensuring children develop their transcription and composition skills within each year group they are taught. In KS2, No nonsense Grammar and No nonsense Spelling schemes are used alongside our English curriculum to develop children's competencies to ensure children develop fluency within their writing. Our curriculum is well thought out, progressive and sequenced to enable our children to thrive as individuals, family members and members of society.
School Values Our values of Resilience, Positivity, Caring, Kind, Happy, Respectful and Confident underpin our approach to writing in English. Our school is committed to using our values: Resilience – A knowledge rich curriculum that is centred around progressive writing skills effectively support and challenge each child. Positivity – Children enjoy writing for a purpose within daily English lessons. They like to articulate their written views across the curriculum. Caring – Writing for a purpose, community links and visits to local learning destinations all serve to support children to care about the world and become empathetic adults. Kind – Oral interactions are specifically taught and encourage children to become both empathetic speakers, listeners and writers. Happy – A love of English is consistently visible across our school. Respectful – Respect the ideas of others and celebrate the diversity of texts. Confident – Our school perform regularly, from reading aloud in class and learning poetry by heart to performing scripts on the hall stage to an audience.	Celebrating Diversity Our progressive and carefully sequenced English curriculum ensures a comprehensive coverage of texts. Our chosen texts celebrate diversity by author, historical setting, cultural setting, plot and character. Children, across the year groups, have many opportunities to write for a purpose, including writing from different perspectives. This provides key teaching points to discuss diversity in its many forms. Children are able to reflect on the world around them and the life experiences of others – both within fiction and non-fiction.	Rich Experiences and Life skills We passionately believe in promoting a lifelong love of reading and literature. Our daily English lessons are centred on high quality texts that are immersive learning experiences for the children. We also partake in many national events throughout the year that showcase reading and literature including: poetry week, Roald Dahl Day, World Book Day and author week. Author week is a chance for our children to meet an author learning from their expertise, knowledge and further promoting a love of literature. Beyond the classroom, our children have many rich experiences including: theatre visits, library visits, visits to local high schools to watch productions of plays and taking part in community based visits that centre on an immersive piece of literature, truly making the most of every literary learning opportunity.