

Curriculum Principles: English



<p>Intent</p>	<p>Know more; remember more; do more Ambition for all Begins in EYFS Misconceptions anticipated Connections between subjects, themes and topics Exposure to rich and varied literature 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 Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas Competency in the arts of speaking and listening Speak, read and write with great fluency Master the mechanics of both reading and writing Develop a love and true interest for English to be able to communicate thoughts, ideas and emotions effectively. Have the phonetic knowledge and spelling rules to be able to write Have an awareness of the different sentence types and language for effect. Know about different genres and text types which will be reflected in their own writing. Be clear on the purpose of their writing which is to inform, entertain or persuade.</p>
<p>Recall</p>	<p>Grammar and punctuation flashback Mind mapping Planning process Drama activities Choral reading Knowledge Organisers Kagan activities, e.g. quiz, quiz, trade; round robin Weekly spelling test Spelling rules VIPERS Environmental print Vocabulary vaults/word mats</p>
<p>Memorisation</p>	<p>Rote activities Poetry recital Dual coding for new vocabulary 'Pinny time' (phonics) Vocabulary – visual and oral; access to word mats/lists Multi-sensory approaches, e.g. concept sort, gestures/actions for vocabulary Listen; read; repeat; remember; apply Talk activities, e.g. Ping Pong</p>
<p>Assessment</p>	<p>Termly summative assessments Achievement For All – documents and discussions Success Criteria Feedback (verbal and Written) Formative assessment – checking for understanding, questioning</p>

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	<p>Target setting Interventions Pre- and post-teach Target sheets Assessment grids Peer/self-assessment Moderation</p>
Oracy	<p>P4C activities Presentation opportunities Planned paired talk Critical thinking, e.g. odd one out; would you rather...?; agree/disagree... Social interaction, e.g. talk prompts Reading aloud Drama Debates</p>
Adaptation	<p>Deepening activities for More Able and High Prior attainers Questioning Writing frames Word mats Writing support specific to each child Scaffolding Handwriting support mats Staff deployment Access to dyslexia friendly resources, e.g. alphabet lines/letter formation/phonics charts Overlays Modelling, e.g. through Visualiser Exemplars, model writes Shared writes, guided writes Coloured backgrounds or text on all resources, including print-outs Flexible groupings</p>
Context and Relevance	<p>Visual timetables in all classrooms Classroom displays with dual coding signs, e.g. using Visual timetable images Connections with local environment and community Cultural Capital; Trips and Visits; Experiential learning Current Affairs, e.g. local and national news events Reflective and perspective Appropriate themes - environmental, cultural, societal, local and world issues ERIC</p>