

# **English Curriculum**

## **Intent**

At Crowmarsh, our aim is for all pupils to develop a curiosity and enthusiasm for language that will stay with them throughout their lives. English skills are taught to enable children to speak, read 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. English is both a subject in its own right and the medium for teaching across all subjects; for pupils, understanding the language provides access to the whole curriculum. Set within a metacognitive approach, at the core of everything we teach is talk because we understand that fluency in the English language is an essential foundation for success in all subjects.

## **Our intention is that all pupils will:**

- become competent readers who understand the importance of reading and apply their skills across the curriculum while developing their love of literature through widespread reading for pleasure.
- communicate effectively in written and spoken form with a deep awareness of the audience, regardless of the subject or situation.
- know how to use effective listening as an integral part of talk for learning, based around respect and reflection.
- ‘think like authors’ by developing the skills of reading like a writer and writing like a reader.

## **Implementation**

### **1. Developing pupils’ metacognitive and critical thinking skills-**

- Teachers authentically model the writing process and thinking aloud
- Critical literacy skills are incorporated into the curriculum
- Links to other curriculum areas – where appropriate - reflect important real-world knowledge

### **2. Feedback**

- The entire process of learning is important at Crowmarsh, not just the end result, and so feedback takes place at all stages of work, not just at the end, as applicable to reading as it is to writing as it is to talk.
- Feedback is based on teacher led conversation through which new targets are discussed, established and immediately implemented.
- Children are expected to be aware of their targets at all times, and can explain their next steps to improve their work.

### **3. Writers as readers: is my message clear to the audience?**

Children are taught to:

- Apply punctuation for effect or impact
- Make effective vocabulary choices with their readership in mind
- Ensure clarity of message

### **4. Readers as writers: how is this text useful to my writing?**

Children are:

- Taught to identify key features of text types for a range of purposes and audiences
- Constantly exposed to a wide range of high quality texts to experience what a good one looks like (WAGOLL) and encouraged to experiment with new ideas, vocabulary, styles and structures
- Use role play and drama to develop imagination and creativity
- Taught to use story-telling and talk for writing to develop ideas, structures and language before writing

## **5. Oracy**

Children are provided with many opportunities to speak out loud in order to share ideas, rehearse text before writing, and develop their prosody as appropriate to the audience.

### **Impact**

Pupils at Crowmarsh are able to communicate clearly and effectively in a wide range of situations, whether in spoken or written form and are able to understand others' communication with them.

Our pupils leave us as fluent, confident readers who are equipped with the skills they need in order to tackle more challenging texts in all areas of the curriculum, including new subject areas, at their next stage of learning and beyond. Similarly, thinking like authors with their critical minds, they are able to construct and evaluate their own writing, considering their language choices and voice as appropriate to the variety of purposes and audiences that they will encounter post primary school.