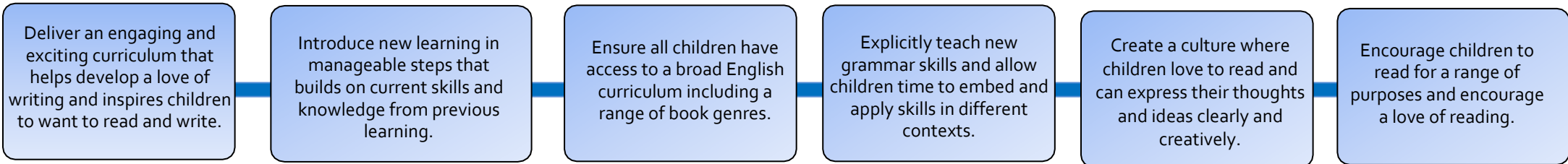


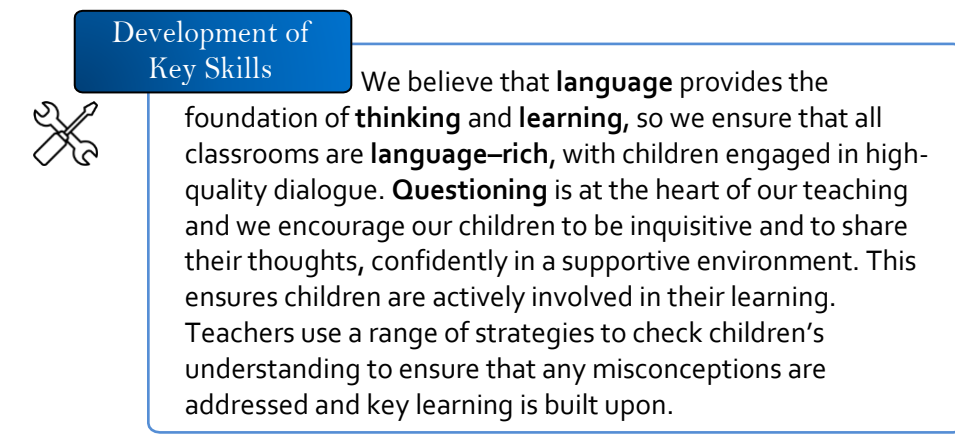
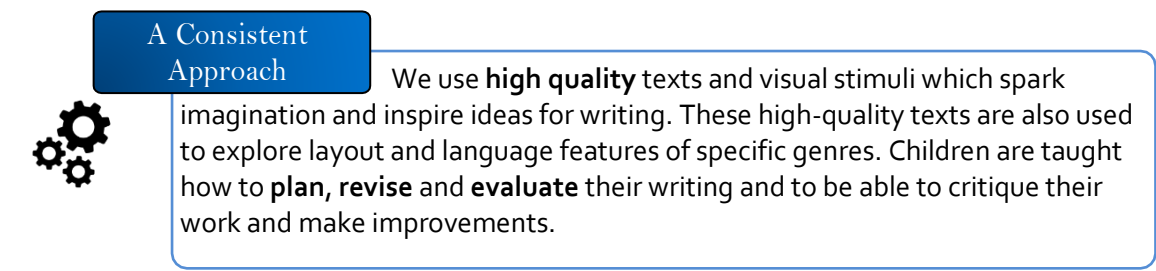
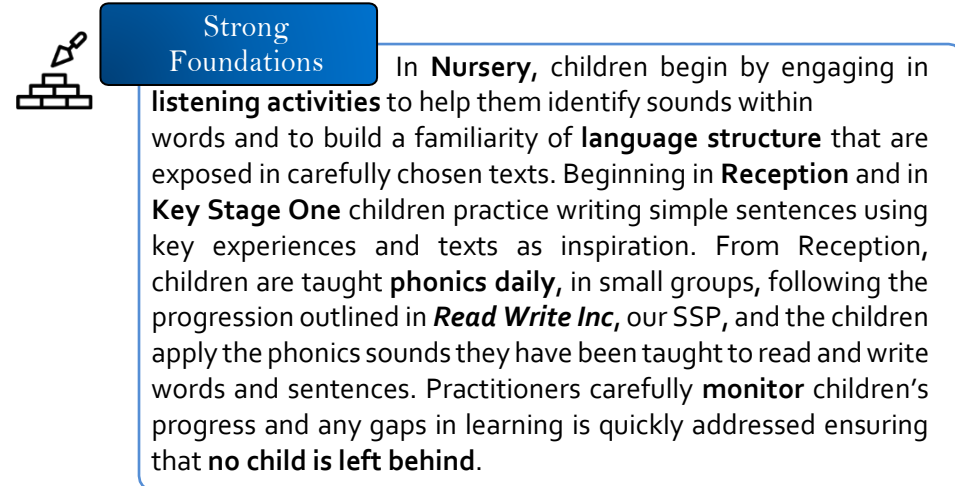
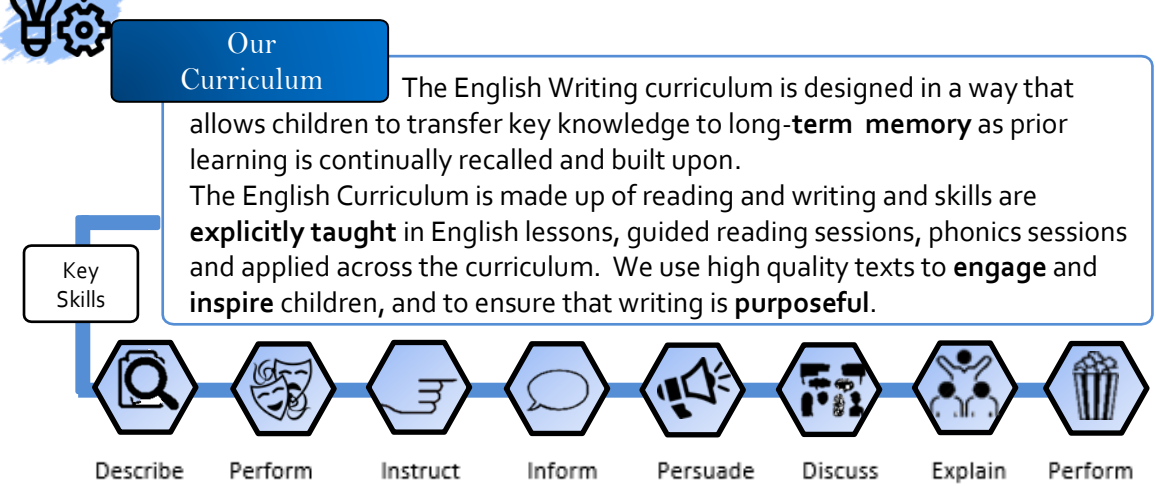
# SUBJECT ON A PAGE: English

At Edward Pauling Primary School, we aim to provide a high-quality English curriculum, which will develop our children's skills in reading, writing, speaking, listening and discussion preparing them for a successful life ahead.

## Intent - We aim to...



## Implementation - How do we achieve our aims?





## Implementation (continued)

### Grammar and Punctuation

An understanding of how to use grammar correctly and the ability to identify word classes and sentence types is taught in the **context of a piece of writing** and **explicitly** during whole class work. To support teachers planning, the progression of fundamental writing skills, such as spellings and grammar, as outlined in the National Curriculum, have been mapped across our curriculum to enable knowledge to be **applied** in the context of the writing genre being studied. This ensures that children develop key spelling and grammatical skills as well as expanding their knowledge of different texts and understanding of different writing genres **over their time** at Edward Pauling.



### Strong Vocabulary Development

Language development **lays at the heart** of our English curriculum. We have carefully considered a **diverse range of high quality, language rich** text to expose our children to whilst at Edward Pauling. In addition, teachers' prioritise daily story time and read aloud text introducing children to new authors. All adults act as **role models** and continually reinforce key vocabulary to consolidate both technical and quality vocabulary.



### Reading in English

Class libraries are stocked with books that closely match the subjects being taught and are updated each term to provide children fresh reading material that can be used across the curriculum. Classrooms are also stocked with current, quality, high interest books to help foster a love of reading.



## Impact - How will we know we achieved our aims?



Children can remember more and do more and have the skills and knowledge to access the whole curriculum independently.

Children are able to use ambitious vocabulary and figurative language.

Children can communicate effectively and can articulate themselves well.

Children are actively engaged in book talk, are inspired by the texts that they read, or have listened to, and want to be part of a book club.

Children actively participate in lessons, are proud of the work that they produce and want to share it with others.

Children can independently edit and improve their work using their knowledge.

### Handwriting



We encourage children to take **pride** and **care** in their work and handwriting is a key part of this. A **fluent, comfortable handwriting** style is crucial for children to develop writing stamina and feel proud of their work. In the EYFS, teachers place great emphasis in developing children's **fine motor skills** and we use a range of resources to practice and develop these basic skills. Through the Primary Curriculum, we follow the progression as outlined in the **Nelson handwriting scheme**. Handwriting is taught **explicitly** three times a week. For those that require additional fine motor support teachers plan additional opportunities throughout the week. Our goal is that all children will have a fluent cursive script and we encourage children to join their writing as soon as they are forming their letters correctly from Year Two.

### Consistent Spelling Approach



In EYFS and KS1, the progression outlined in the **Read Write Inc** phonics scheme is followed to teach the spelling of decodable, high frequency words and Red words (words that children can not spell using known phonics sounds). For those children who have completed our phonics programme, typically by the end of Year Two, teachers follow the spelling progression outlined in **Spelling Shed** and children have three sessions per week. The **spelling curriculum** includes opportunities; to revise common KS1 spelling patterns and National Curriculum statutory word lists. Our children are also explicitly taught about spelling patterns and etymology, which they apply in a range of activities.