

English Curriculum Intent

At Eton Park we encourage the children to think about learning as a 'life-long' skill which is going to prepare them for their future. Within our school it is important for us to create learners who are resilient, curious, who enjoy challenge and are independent. These skills helped to form the basis for our English curriculum.

Within our school, we believe the children should develop a love for reading, writing and these elements can be discussed with confidence. Alongside this, a specific focus within our school is the development of vocabulary, due to a high percentage of EAL children within our school. Through reading, writing and vocabulary teaching, we aim to provide the children with a well-rounded English curriculum.

We aim is to establish an effective and engaging English curriculum as the children lack the opportunity for this at home, particularly when it comes to reading. Due to this, our curriculum is designed around a text, creating a text-based curriculum. A text-based curriculum ensure that each year group have a selection of books that link directly to the topic they are doing, every term. By doing this, the book becomes a focus for learning within English supporting the learning within the foundation subjects. The children are exposed to a wide range of challenging texts that support them in their reading development allowing them to become fluent, resilient and independent readers and learners. Providing a text base curriculum encourages our children to develop a 'love for reading' and encourages them to independently choose texts for themselves that they get enjoyment from.

Our text-based curriculum helps to provide the children with prior learning and skills that they are able to use within their writing. Being opened up to a wide range of texts and genres, gives the children a better understanding of how texts are put together and what an effective piece of writing need.

Implementation

At Eton Park, a clear, progressive English curriculum is provided and follows the progression of the National Curriculum. By doing this, the children are provided with a high-quality English education which helps our children to thrive within school and in their futures.

To ensure these skills are met, the school have decided to teach all children within their classes from year 3 through to year 6. Children are taught in mixed ability groupings, which we believe gives the children the opportunity to learn and develop from others, promoting independent and resilient attitudes. Our English curriculum provides rigorous, well organised lessons that create challenge and that have high expectations of the children, regardless of ability. Our reading lessons consist of opportunities for teacher led reading, partner reading, opportunities to think-pair-share about the text and independent activities. All reading lessons are led by VIPERS. VIPERS stand for: vocabulary, inference, prediction, explanation, retrieval and summary and guide the children to recognise each skill without prompt. VIPERS provide the children with comprehension questions to help them understand a text. Reading lessons also have a vocabulary focus. The teacher will choose vocabulary from the text that the children maybe unsure of. Whilst reading, these pieces of vocabulary are identified, the children use different skills to work out the meaning and then the meaning is shared. Vocabulary is also developed in their way through the foundation subjects as well as part of 'word of the day' activities done within the morning sessions.

Within the writing lessons, the children build upon the focus texts/s and produce writing relating to these. The aim of this is to use the texts as prior knowledge and produce a piece of writing from these foundations. Before starting a piece of writing the teachers choose a spelling, punctuation or grammar focus that the writing is going to be based around. In order to choose this, the teachers have been provided with a spelling, punctuation and grammar progression

gird (appendix 1 in the English Policy). The children will be taught and then practice this element before using this within their writing. Writing is also developed within a cross-curricular subjects. It is important, as a school, that we use the English writing skill to demonstrate knowledge within history, geography and science.

In order to support high quality writing, a high quality and high impact spelling programme has been established within the curriculum. Within the school, each year group use the 'No nonsense spelling scheme' to support the children with this and this used alongside any writing that the children produce.

Impact:

As all aspects of English are an integral part of the curriculum both discretely and as part of cross curricular activities, our aim is to produce a community of enthusiastic, resilient and independent readers and writers who have a 'love for learning'. We want to produce children who are confident in their English ability and are willing to take risks and experiment with their learning to help them develop further. We hope that as the children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.