



# English

*Children will be able to speak 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. Through reading in particular, children will have a chance to develop culturally, emotionally, intellectually, socially and spiritually.*



A **broad** and **balanced** English curriculum has been mapped out sequentially, enabling children to build on prior learning and make connections between concepts, skills and knowledge. For example, in Early Years, the focus is on the building blocks of **reading** through phonic development and ensuring that children develop a love of reading and story and hearing examples of reading for pleasure. As children move on through the school they meet a breadth of authors and subjects that enthuse them and link to the curriculum and also challenge their thinking and help them develop understanding and views about the world around them. The use of our library, high quality texts and attention to teaching children how to choose books ensures they become independent in choosing book that widen and challenge their thinking.

Writing will reflect the fascination of early development. It will be more than mark making, it will reflect engagement and motivation. Progression through the school will see writing inspired by a greater range of authors, both read to the children and read by them with increasing independence. Children will aspire to write in the styles of their favourite authors. Children will gain a greater understanding of the uses of writing in furthering themselves in life. They will be both creative and clear in its execution. Children will think as writers.

The English curriculum is carefully planned to be **inclusive** so that it is accessible to our diverse range of pupils. For those whose do not have English as their home language there is a bespoke programme to support these pupils particularly and help them quickly get the early reading building blocks. The English curriculum uses well-chosen high-quality texts used to support teachers reading to children during story time from Nursery through to Year 6. The texts are chosen by teachers to ensure links to life in modern Britain addressing examples that highlight the history culture and changing face of society. Assessment of pupils' ability to read well is done through regular checks.

We strive to help our children develop into articulate and imaginative communicators regardless of ethnicity, development level or barriers to learning We want to empower young people who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this. We strive for our children to develop a genuine love of language and the written word, through a text-based approach; this links closely to the way we teach reading, as the text that we use in writing lessons, but also in reading our class texts to the children.



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To ensure the early building blocks of **reading** are in place, children will always have a book that is matched to their phonic ability until they are fluent confident readers. Broadwood has invested in a wide range of up to date decodable books for use within school but most importantly can be taken home for pupils to read at home. The environment is full of examples of reading and how this links to everyday life and enjoyment. The schools has two beautiful and well stocked libraries and links reading at home with both a home reading book and a matched book to their ability. Parents are encouraged to enjoy reading with their children and model great reading examples through their positivity towards books.

As well as reading a wide variety of genres, children are given frequent opportunities to develop their skills in writing in different genres. By mapping out writing through quality text in our whole school yearly planner, children are given the opportunity to put their writing skills into practice through extended writing each term: a balance of fiction and non-fiction. Each term, children produce a piece of writing to be displayed on boards in the corridors outside our library. This allows every child to have a written piece of work on the walls, which can be seen and celebrated by all, as well as knowing they are writing for a purpose and being seen as real writers.

**There will be a wealth of opportunities** for children to enhance **basic skills** in English through school visits and trips. Children will be given a range of exciting opportunities to talk discuss and wonder about the world around them. This ensures we promote vocabulary acquisition. Each subject has identified sequenced vocabulary that is subject specific which contributes to pupils with good word power and so better reading and writing ability. Reading and writing lessons take precedence in curriculum planning with daily input and opportunities to practice English skills through all curriculum subjects. Through well-chosen investment a wide range of resources are available to support teaching and learning in English in particular interventions to allow pupils to catch up quickly.

**Oracy** is of prime importance to support the English curriculum. It comes first in our pedagogy as pupils who are confident to speak out loud are more confident to read and ultimately write well. We ensure there are opportunities for peer to peer discussion between year groups to give pupils the opportunity to read and talk to each other to again boost the confidence pupils need for self-expression.

**Beyond the classroom** – Broadwood is a lead school for visiting authors and pupils join us from other schools to engage in reading and writing with a different audience. There are a range of responsibilities that promote pupils' engagement with such as Pupil Parliament, intergenerational project visiting the old people's home, clubs, trips and visits, all of which contribute to pupils becoming confident in expressing themselves.

Children are taught to see themselves as writers, they need to think like a writer, see how writers gain their inspiration and learn this through direct contact and conversations with actual authors. Authors visit Broadwood many times an academic year to lead workshops with the children. We foster an 'it can be me too' approach to becoming writers, seeing how an idea can become an actual book! They experience various types of author-styles from comedy, to thriller and poetry. These workshops are fully interactive and always work towards a final piece of written work.

Book selections are very carefully chosen to address and challenge pupil's attitudes and those in the wider community. As a result pupils are challenged with ideas of sustainability and environmental globalisation, racism, diversity and respect for others. The wider curriculum modelling has **PSHCE** throughout it.



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We encourage children to write for a purpose, for example writing letters to our local councillor regarding the litter in the nearby dene, or traffic build up on the approaching roads. Children need to see writing beyond the context of a classroom activity, in order to fully appreciate its purpose and power.

***In conclusion*** - Our English intent will ensure that children leaving our school will have a love of both reading and writing for enjoyment, be able to produce written work of a high standard in all areas of the curriculum, and with a wide range of reading experience to draw upon, be confident writers and readers for all different purposes.