

**Intent, Implementation and Impact of the Wider Curriculum at Charlton- on-Otmoor**

**‘Aspire and Grow Together’**

**Intent**

At Charlton-on-Otmoor, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively through spoken and written language and equip them with the skills to become lifelong learners. By teaching English through rich and exciting texts, we will foster a love of reading in our pupils.

Our school vision ‘Aspire and Grow Together’ underpins the aims of our English curriculum. Aligned with our school vision are our three strategic goals: to prepare children with the skills required for the 21st century; to become global citizens and to have high aspirations for all pupils.

Our aims are as follows:

1. To ensure that all pupils from Nursery to Year 6 are exposed to different genres and authors through a curriculum that is (1) rich, exciting and balanced, (2) relevant and engaging, with pupils’ voices driving and shaping the curriculum wherever possible, (3) differentiated to match the needs and abilities of all children within mixed classes (4) secures and embeds the knowledge, skills and understanding to enable pupils to attain highly and (5) prepares them for their next stage of learning.
2. To ensure that each teacher is providing pupils with a consistent approach to English teaching.
3. To ensure that all pupils are given the opportunity to extend their knowledge and skills, and communicate through spoken and written forms.

**Implementation**

The Three-Part Planning Process

Years 1-6 classes have a long-term overview consisting of a range of high quality, engaging texts carefully chosen from a wide range of genres. Each text becomes the focal point of a learning journey, which will end with an independent piece of writing.

Pupils in Key Stage One and Two will explore different texts throughout the year with children in the FSU class being exposed to a wide range of rich and themed texts that are carefully planned to fit in with current topics. In FSU, children will revisit five core texts and four core nursery rhymes throughout the year.

Teachers start each learning journey with their learning journey overview. This is a vital part of the planning process as teachers will identify the National Curriculum objectives to be covered during the unit as well as mapping out the three stages to each learning journey:

* Stimulate and Generate,
* Capture, Sift and Sort
* Create, Refine and Evaluate

Once the learning journey overview has been written, teachers will produce a medium- term plan using the agreed school template. The medium-term plan will separate the learning journey into individual sessions.

Grammar and punctuation skills will be taught within the learning journey unit.

Handwriting

Handwriting at Charlton is important in developing children’s writing.

Children in FSU will be taught letter formation through the RWI programme. Children in Years 1-6 are taught handwriting through the Letter Join programme. Children in KS1 will have a handwriting lesson once a week to practise joined handwriting.

Teachers will exemplify the cursive style in their marking of books, and when modelling writing within lessons. Children should experience daily practice of handwriting in a variety of ways – from English lessons to practice in handwriting books.

Our aims through the school handwriting approach is to:

* Develop neat, well-formed writing; this should be encouraged for all pupils.
* Promote legible, aesthetically pleasing and consistent style of handwriting throughout the school.
* Encourage pupils to gain satisfaction from a neatly presented piece of work.

Phonics

In the Early Years and KS1 we teach **Read Write Inc. Phonics**.

The five key principles underpin the teaching in every Read Write Inc session at Charlton:

1. Purpose – teachers know the objective of every activity and share it with the children so they know the focus of the lesson.
2. Participation – every child participates in all aspects of the lesson with lots of opportunities for partner talk.
3. Praise – children are praised for their effort and learning, not ability
4. Pace – each session is taught at an engaging and effective pace to promote teaching and learning opportunities
5. Passion – all of our teachers and teaching assistants who deliver Read Write Inc are passionate about this scheme and have had up to date training.

By the end of Year 2, children should be able to read aloud books that are at the right level for his or her age. All the staff delivering RWI will be trained. Once children finish the Read Write Inc books, they will move to book banded books, starting with White Level. These children will learn spelling patterns set out in the National Curriculum and complete comprehension activities.

Children who go up to KS2 and are not phonetically secure will use a RWI phonics intervention.

Reading in KS2

Children in KS2 will have regular whole-class guided reading lessons. Teachers will use a guided reading planning format to create a medium-term plan. Teachers will use the reading ‘VIPERSS’ to plan units and ensure that children are covering and learning about all of the reading domains. Work will be recorded in guided reading books.

Fluency Reading

At the beginning of every school day, there will be fifteen minutes for children in Years 1 and 6 to read and have ‘eyes on text’, in order to build reading fluency and foster a love of reading. This will also be an opportunity for learning support assistants and teachers to hear children read aloud.

In FSU, children will have a daily story-time, where an adult will read an age-appropriate text, to foster a love of stories, and build communication and language skills.

Reading at home

In Early Years and KS1, children will take home RWI Book Bag books weekly which are matched with the phonics rule they are currently learning; the expectation with these books will be that children read them aloud to their parents. They will also take home a black and white copy of their class RWI book (phonics storybook) which they will practise reading at home. In addition to this, they will also take home a sharing book; these books will include words that do not match the phonics rules they have learnt, so will instead be a book that they can share with their parents, with more of an emphasis on the parent reading to the child.

Children from FSU to Year 6 are expected to complete 5 readings a week at home, and for this to be recorded in their reading records. Teachers and learning support assistants will check the reading records once a week, using a ‘Reading Record Checked’ stamp.

Spelling

Children will be taught phonics in FSU and KS1 through the RWI phonics scheme. When children have completed the RWI phonics scheme, children will learn spelling rules using the RWI spelling programme; this will be used from Year 2-6. Children will be able to practise their spellings using interactive games on Spelling Shed.

Marking

*FSU*

In Early Years, children have the date and learning intention stuck in their writing books. When staff mark their work, they use editing stamps, which have visual codes of the different elements and rules they need to think about when writing (e.g. finger spaces and capital letters). The number of visual codes will increase throughout the year, as they learn more writing rules. Staff will talk to the children individually about the editing stamps from their previous piece of work, before they start their next piece of writing; this will ensure that children are working on their targets in every writing session.

*KS1*

In KS1, children write the date and stick their learning intention into their book at the beginning of the lesson.

In Year 1, the class teacher uses visual editing stamps to mark longer pieces of writing, such as the Site of Application and Final Outcome writes. The class teacher ticks stamps which the children have achieved (such as full stops and finger spaces) and writes N, standing for next step, next to one stamp which will be a target for the children to work on (such as capital letters).

In other pieces of writing, the class teacher will tick the learning intention and use verbal feedback when necessary.

In Year 2, the same system of marking will be in place. However, Year 2 children will be given the opportunity to respond to feedback from their longer pieces of writing. Children responding to feedback will be gradually introduced throughout the year, encouraging the children to become more independent in preparation for the transition to KS2.

*KS2*

In KS2, children will write their date and learning intention in their book at the beginning of the lesson. For most pieces of work, teachers will use the ‘Stars and a Wish’ model, writing a positive comment- ‘Stars’- about something the child has done well, and a ‘Wish’ with a target for the child. The teacher will always mark the work against the learning intention. Children will be given the opportunity to respond to their wish and edit their work.

Assessment

Whole school writing moderation will take place every half term. As well as the final outcome, each learning journey will feature a Site of Application piece, where pupils can apply previously taught skills; teachers will use this in the school writing moderation to assess pupils’ writing. The Headteacher will carry out a pupil progress meeting with class teachers termly to discuss pupil progress.

Assessment is crucial to the learning process. Every term a monitoring schedule will be in place to identify key dates for formal assessments and learning walks to take place. The English Lead and Headteacher will also carry out a range of informal monitoring.

Summative assessment scheduled during the year will include:

∙ Baseline testing in Reception

∙ Phonics testing in Year 1

∙ Year 2 National Curriculum tests

∙ Years 3, 4 and 5 termly tests

∙ Year 6 National Curriculum tests

**Impact**

Pupils are able to:

* Develop a shared reading history throughout the school because of the text-led approach and make rich connections between texts and their themes.
* Read widely for pleasure.
* Experience a high-quality education in English, with pupils able to write and speak fluently so that they can communicate their ideas and emotions to others.
* Develop emotionally, intellectually, socially and spiritually.

Last reviewed on 2nd September 2022

Next review – 2nd September 2023

English Lead – Cora Phillips