



Our aim is to instill in our children a love of learning and develop a 'can do' approach that enables them to grow ambition. Our children will develop an understanding of themselves as individuals, with their own talents and characters, as well as value the people and world around them. We are committed to preparing our children for the next stage on their journey so that they are able to grasp all and any opportunities for their future.

Curriculum statement for the teaching and learning of English 2023 24

INTENT	<p>Our commitment is that by the time our children leave Mullion Primary School every child will be a reader. They will be motivated and enthusiastic readers who read both for enjoyment and to be curious. We teach children to read and to keep them reading through a coordinated and progressive approach which promotes fluency and a love of reading. We introduce them to current and classic authors and teach reading through a range of genres. We will develop readers who discuss and give opinions about what they have read. Reading at Mullion Primary also promotes the desire to being good citizens by introducing topical issues through texts which also gives opportunity to encourage being curious and explore the world around them.</p> <p>It is our intent to teach children to become passionate and purposeful writers. They will be taught to write creatively across a range of genres and subjects where texts are woven through the curriculum. The children will learn the skills of writing with fluency, accuracy and precision. They are taught handwriting as a progressive skill and are taught editing techniques to improve spelling, punctuation and grammar to affect the reader. To promote 'every child being a reader', writing will be taught through high-quality texts which are vocabulary rich and enhance pupils' experiences and give opportunities to further understand citizenship and curiosity in learning.</p>			
	High Expectations	High Expectations	High Expectations	High Expectations
Underpinned By	<p>All children are monitored and tracked to ensure that they make at least expected progress from their individual starting points.</p> <p>Pupils who are identified as 'at risk' of falling behind are given precise tutoring to allow them to catch up.</p>	<p>All children are monitored and tracked to ensure that they make at least expected progress from their individual starting points.</p> <p>Pupils who are identified as 'at risk' of falling behind are given precise tutoring to allow them to catch up.</p>	<p>All children are monitored and tracked to ensure that they make at least expected progress from their individual starting points.</p> <p>Pupils who are identified as 'at risk' of falling behind are given precise tutoring to allow them to catch up.</p>	<p>All children are monitored and tracked to ensure that they make at least expected progress from their individual starting points.</p> <p>Pupils who are identified as 'at risk' of falling behind are given precise tutoring to allow them to catch up.</p>

Implementation	<p>The Writing Approach We use 'The Write Stuff' as an approach for teaching composition. This is a combination of experience lessons (to build vocabulary and first-hand experiences) and Sentence Stacking lessons where vocabulary is used and sentences are crafted through the use of the Writing Rainbow.</p>	<p>Spelling We teach as we mean to progress – starting with the Read Write Inc phonics-based approach and continuing through the Read Write Inc spellings programme. We have a school-wide spelling strategy that is taught and applied in writing and editing.</p>	<p>Punctuation and Grammar Teachers use half-termly PAGES (Punctuation and Grammar Essential Skills) to ensure year group objectives are learnt. Grammar and punctuation are also taught through writing, where it is the focus of the success criteria as lenses from the Writing Rainbow.</p>
	<p>Phonics We teach early reading through the Read Write Inc programme. This is a systematic synthetic phonics programme where children are grouped at stage not age. The children read decodable books matched to their stage of reading. They read books that they <i>can</i> read. Children continue on the RWI programme until they are fluent readers.</p>	<p>Reading Explorers Skills of reading are taught through modelling and book talk. We teach the reading domains of: Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary as a way of exploring a text. In EYFS and key stage one, comprehension is taught through Talk Through Stories. In key stage two, this is taught through short reading extracts shaped around a weekly theme</p>	<p>Handwriting As a school, we follow a continuous cursive handwriting progression of skills. Children are taught handwriting each week and given opportunities for practice. Handwriting expectations are expected across the curriculum.</p>
	<p>Reading for Pleasure A high value is put on reading for pleasure and we have a comprehensive reading spine which includes a broad range of fiction and non-fiction texts. Reading is shared through reading, writing and the wider curriculum. In key stage one, children take home a 'read to me' book for families to share. Once on the Accelerated Reader programme, children take quizzes and reading is celebrated through reading certificates and in our Virtues assembly.</p>	<p>Cross Curricular Reading and writing is taught in English lessons and embedded in foundation subjects with opportunities to apply learned skills. The writing curriculum is mapped so that it provides opportunities for cross-curricular writing, developing foundation subject knowledge and purpose. Our reading spine offers a variety of texts linked to geography and history as well as opportunities for PSHRE links. High quality non-fiction texts are used to underpin non-fiction writing and there are opportunities to explore reading and writing online through research.</p>	<p>Whole School Events Our children engage in an annual literacy festival hosted at a Kestle Barton. They meet with authors and illustrators and immerse themselves in the world of publishing. They also take part in online author events. We celebrate World Book Day as a day to mark our successes as well as celebrate our favourite authors. Children take opportunities to write to authors, enter writing competitions and write for our website and newsletter.</p>
SEND			
We provide quality first teaching strategies and apply these universally. The curriculum is also adapted with additional and different provision for pupils identified with special educational needs and differences. These adaptations will be identified on their provision map.			

Impact

At the end of each year, pupils have developed their literacy skills, and have gained a new understanding of spelling, punctuation and grammar in line with their year group curriculum. They have developed their reading skills and become more fluent readers and are reading with increasing independence.

PUPIL VOICE

Pupils talk enthusiastically about reading. They are able to share books they've enjoyed and understand the importance of reading.

Pupils talk enthusiastically about writing and are able to share examples of their learning. They understand the importance of writing for a purpose and with precise vocabulary. Pupils can talk about transcription skills and composition skills.

Pupils are able to talk about their favourite writing pieces and walk about what they like about it.

EVIDENCE IN KNOWLEDGE

Pupils used VIPERS skills to develop their understanding about what they have read. They also apply reading strategies to enable them to decode and understand what they have read.

Pupils can understand the processes involved in effective writing. They know that the lenses within the 'Writing Rainbow' are steps to successful writing and have gained the knowledge taught through these lenses.

EVIDENCE IN SKILLS

Pupils are taught reading skills that enable them to decode reading and read at an appropriate pace for their stage of reading. Pupils across school read with increasing fluency and prosody that support comprehension.

Teachers subject knowledge enables pupils to be taught skills that are matched to the National Curriculum objectives which are in line with the school's English curriculum.

BREADTH AND DEPTH

At the end of the academic year, we expect pupils to have met their year groups' Age-Related Expectations (ARE) or beyond. Some pupils will have deepened their understanding and be working at Greater Depth Standard (GDS).

Pupils are tracked across the year and those who need additional support, are identified rapidly and appropriate interventions are in place and monitored closely for success.