



**Amberley Parochial School**  
**Curriculum Statement for English**



**Vision**

***Providing the rich soil that enables our children to develop deep roots and flourish***

**Intent**

We believe that all children should have the opportunity to be fluent, confident readers and writers who are able to comprehend, understand and write a wide range of both fiction (to entertain) and non-fiction texts (to inform). We want them to develop a love of reading and writing, a good knowledge of a range of authors and vocabulary, and be able to understand more about the world in which they live, through the knowledge they gain from texts. We achieve this through a consistent approach of progressive teaching throughout the school. We encourage a home school partnership which enables parents and carers to understand how to support the skills taught in school.

**Implementation**

Y2, Y3, Y4, Y5 and Y6 have a daily spelling sessions using a consistent approach of introduce, understand, apply and check. This is planned used our progressive spelling system, which includes rules and all national curriculum words. All children also receive daily whole class reading and writing sessions. Lessons have been planned over a two-year cycle (A & B) which include both a range of fiction and non-fiction texts. During these sessions children are taught the aims and objectives of the National Curriculum. Writing is taught through stand-alone punctuation, vocabulary and grammar lessons and shared, modelled writing. Our reading scheme is tightly linked to our phonics teaching as it is essential for children to become fluent readers. All books have been reviewed to ensure that they are 100% decodable and match the sounds that have been taught. As children move away from Phase 5 reading books, they follow a progressive reading scheme, which is adopted according to the child's reading ability. Children are given reading books on Mondays and Thursdays. Children's weekly homework includes an expectation that they read 4x a week at home where parents will complete their home-school reading record. They also have spelling practice, which matches the rule that they have been taught. Any children who are not reading regularly at home, will be listened to in school by school staff and volunteers. All children have opportunities to visit the library to choose books to take home as well as times to spend enjoying books. Handwriting is taught from EYFS during phonic lessons, and a more structured approach from Spring. All classes receive handwriting sessions using our Amberley sequential and progressive approach with teachers and teaching assistants modelling the handwriting style. Where pupils are off-track, extra handwriting practice opportunities will be given. Resources such as handwriting slopes and pencil grips are provided when needed. We strive for our children to correctly form their letters by the end of EYFS and joining from the end of Year 1. It is important that in the Early Years and at Key Stage 1, children are observed closely during the lesson to ensure that letter formation is correct and corrected if needed.

**Impact**

Children leave our school as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. Assessments will identify any child who has gaps in English and teachers plan rigorous intervention to close the gap. Children enjoy reading and writing across a range of genres and confidently write for different purposes using the spelling, punctuation and grammar taught. Parents and carers have a good understanding of how they can support their children at home. The percentage of children working at ARE and GDS within each year group will be inline with national. There will be no significant gaps in the progress of different groups of pupils (for example SEN)

**How we support children with Special Educational Needs in this subject area:**

We believe all pupils should have the opportunity to learn to the best of their capabilities through a broad and balanced, inclusive curriculum. This means that every child, including those with a Special Educational Need, should have access to a high standard of 'Quality First Teaching' throughout the day in every curriculum subject.

In English, our pupils with a Special Educational Need are supported by using a familiar structure throughout all lessons in every year group. The progressive curriculum allows children to make progress from whatever their starting point and guidance on differentiation is provided to all staff. This differentiation might include classroom organization and grouping, visual resources, pre and over learning of key vocabulary and questioning, enabling all children to reach their potential in all areas of English. Assessment allows for gaps to be identified and additional intervention will be put into place as soon as these gaps are identified. Class Teachers will also have conversations with parents on how to support children at home to reach their full potential.