

## Curriculum Intent

The English curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum and Early Years Foundation Stage (EYFS) Statutory Framework. Our aim is to provide a quality English curriculum that develops our children's love of reading, writing and discussion. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and speaking & listening opportunities. These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society. We enrich English through providing a range of opportunities, visits, visitors and experiences that build meaningful and real-life learning. Each year group begins their topic with a 'hook' to engage the children into their new topic helping to provide a vocabulary rich learning environment. We encourage children to become independent learners by asking and answering their own questions, challenging themselves and to reflect on their own learning and making improvements. We also encourage them to be resilient learners by taking risks and making mistakes, accepting that this is part of their learning journey. We ensure that children have the opportunity to apply skills and knowledge independently in a range of contexts.

## Implementation

The National Curriculum and the EYFS Statutory Framework forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge, develop further understanding, acquire additional vocabulary and experience enhancements to the curriculum through consultation with the local English Hub. Phonics and Early reading is supported through the Essential Letters and Sounds (ELS) scheme. This is to ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. The ELS phonics progression is detailed at the end of this document. Individual reading books are closely matched to the phonics

phase each individual child requires. A more detailed plan incorporating specific learning activities, skills, knowledge and vocabulary is developed in the Medium Term Plan. All learning will begin by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the specific English knowledge, vocabulary and skills relevant to the learning to allow pupils to integrate new knowledge into larger concepts. A range of skills will be taught ensuring that children show clear progression throughout the EYFS and KS1. Children will be given the opportunity to explore, share ideas & learning, develop their learning independently and work collaboratively working as part of a team learning to support and help one another towards a challenging, yet rewarding goal. The use of classroom working walls will support children's learning, showing the progression of lessons within the week.

### Impact

At Creswell C of E Infant and Nursery school, the impact of our English curriculum is shown in several ways. National assessment and reports are required to show the progress and outcomes of pupils. Pupil voice shows that children are confident and able to talk about what they have learnt using vocabulary appropriate to their English learning. Pupil voice also demonstrates that children enjoy and are able to recall their learning over time. Children's work in English demonstrates that the curriculum is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Support will be in place for those children working below the age-related level, through same day interventions and other focused interventions. English work is of good quality and demonstrates that pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence so that they know more and remember more. Curriculum monitoring will ensure that units of work are being taught in a coherent progression, supported by the EYFS and National Curriculum Long term and Medium Term plans. Gap analysis will provide information for supporting learning within each year group. End of KS1 SATs tests will be reflected in the Teacher assessment of each child. Regular KS1 phonics screening assessments and ELS assessments are carried out in order to inform interventions required.

## Mnemonics and Rhymes to Support ELS

s – snake – **swerve around the snake**

a – ant – **around the head, down the body**

t – teacher – **down her body and cross her shoulders**

p – parrot – **down his body, around his face**

i – inventor – **down her body, spot her idea**

n – nest – **down the bird and over her nest**

m – meerkat – **meerkat, mound, mound**

d – duck – **over his back and around the tail, up his neck and down to his feet**

g – goat – **start at his ear, around the face and down the beard**

o – ostrich – **around the ostrich's body**

c – camel – **curl around the camel's back**

k – kid – **down the body, up the arm, down the leg**

ck – a camel and a kid – **the camel stood by the kid**

e – elephant – **around the head and down the trunk**

u – umbrella – **under the umbrella and down to the tip**

r – runner – **down her body, up over the arm**

ss – two snakes – **sunbathing snakes**

h – heron – **from his head to his feet, up and over his back**

b – bike – **down the person and around the wheel**

f – fox – **over the ear, down to the tail and across the jaw**

ff – two foxes – **two foxes facing forwards**

l – ladder – **down the long ladder**

ll – two ladders – **ladders in a line**

j – jellyfish – **swoop down the tentacles and dot the head**

v – viper – **down the tongue, up the tongue**

w – wallaby – **hop to the top, land and hop, land and hop**

x – x x x – **criss-cross the kiss**

y – yacht – **under the hull and down to the anchor**

z – zigzag – **zig and zag**

zz – two zigzags – **a zigzag duet**

qu – quill – **around the feather and down the pen**