

# The English Curriculum at Ladbrooke



<b>INTENT</b>	<p><b>Aims:</b> To ensure that all children leave Ladbrooke school able to read a wide range of books for pleasure; and to read a range of books for information</p> <p>To teach children to write creatively and imaginatively; to write to inform and explain and to write for their own pleasure to express their thoughts and feelings</p> <p>To enable children to speak clearly and confidently in a range of situations</p>	<p>AREAS OF ENGLISH</p> <div style="display: flex; justify-content: space-around;"> <div style="border: 1px solid black; padding: 2px;">READING</div> <div style="border: 1px solid black; padding: 2px;">WRITING</div> <div style="border: 1px solid black; padding: 2px;">SPEAKING &amp; LISTENING</div> </div>		
	<p><b>Skills:</b> Speedy decoding; reading common exception words; fluency and expression; answering retrieval, inference and evaluative questions; discussing understanding and reaction to books; sustained concentration; curiosity about vocabulary</p> <p>Letters formed correctly; cursive handwriting; writing letters and digraphs; learning spelling patterns; spelling common exception words; writing statements, questions, commands and exclamations; grammatically correct sentences; well-punctuated sentences; rich vocabulary development; writing a range of genres; fluency and stamina in writing; editing and improving</p>			

<b>IMPLEMENTATION</b>	<p><b>Approaches to learning:</b> High expectations for learning for all pupils; targeted group teaching; consistent approach to developing expected behaviours; whole class teaching with differentiation; promotion of speaking and listening skills; inclusion for all; promoting a love of language</p>	<p><b>English Teaching/Learning:</b> Group phonic teaching up to Year 2; Whole class texts; weekly whole class reading; regular guided reading; Drama opportunities; Talk for Writing; Planning sheets; analysing good examples; Cross-curricular topic links; Adults reading to children</p>	<p><b>Schemes and Resources:</b> RWI; Book bands – mixed scheme and real books; PM books; VCOP cards; classroom displays; Spell to Excel; Class and key stage libraries; green &amp; purple pens for editing; English exercise books; Handwriting text books; WAGOLLS; Teacher Train (grammar resources)</p>	<p><b>Interventions/support:</b> Dough club; 1:1 reading; P.M. reading books; handwriting groups; RWI interventions;</p>	<p><b>Enrichment activities:</b> Book Fair; Book Week; World Book Day; visiting pantomime; visiting drama groups; author visits; class assemblies</p>	<p><b>Awards:</b> WOW writing wall Achievement certificates Raffle ticket</p>				
	Pupil Self and peer assessment	Teacher PM benchmarks & book bands, marking of RWI	Teacher Guided & whole class reading notes	Teacher Spelling tests & dictations	Teacher Reading & writing lesson marking	English Leader Termly phonics	English Leader Pupil voice surveys	English leader Book scrutiny, learning walks & peer support	SLT Pupil progress meetings	SLT Lesson observation

<b>IMPACT</b>	<p><b>Standards:</b> Children at the school consistently achieve above National standards in English</p>	<p><b>Progress:</b> Children make expected or better than expected progress in Reading and Writing</p>	<p><b>Attitudes:</b> Children demonstrate their keen interest or enthusiasm for reading and writing through Pupil Voice and through the reading and writing they do as part of their school and everyday lives They are keen to participate in shows, assemblies and presentations.</p>
	<p><b>Tracked through:</b> End of Key Stage statutory assessments(R/W/G); End of Year test base scores; termly test data (Head Start and Old SATs); End of Year 1/2 phonics screening; Book scrutiny; writing portfolios; teacher writing assessments; Moderation (in-school, with partner schools, with LEA cluster)</p>		