

## Intent

**At Hawley, every child is entitled to meaningful opportunities and real experiences.** As a result, we have developed an English curriculum that is **responsive, creative, community-based and experiential**. Subsequently, our English (reading, writing, phonics and oracy) lessons are well-balanced and sequenced, stimulating and effective, but also fun and engaging. We carefully teach specific aspects of English such as phonics, grammar, handwriting and spelling, but we also integrate the teaching of English into all subjects of the curriculum. This provides rich opportunities for learning new vocabulary and for improving standards of speaking, listening, reading and writing. Through our cross curricular approach to learning, we ensure that all pupils develop the skills, knowledge and understanding necessary to be active, confident, enthusiastic, creative and fluent language users.

## Implementation

### Reading

At Hawley, Early Reading and the teaching of phonics is supported through the Little Wandle scheme. In both Reception and year 1, children are taught daily phonics lessons using our Department for Education validated scheme Little Wandle Letters and Sounds.

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/> . Regular training is provided to ensure all staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as establish a love of reading. Children are regularly exposed to a wealth of listening activities, including stories, rhymes and songs.

In years 2 and 3, children have daily guided reading sessions, where they are supported to continue to develop their reading skills. Children work in groups, either with an adult or independently, to build on earlier phonic knowledge and move towards becoming fluent readers. High-quality books are used both within the classroom and are also sent home to continue to support children on their reading journey.

In KS2 (years 4-6), children are explicitly taught the skills of reading within daily 30 minute whole-class reading lessons. Lessons focus on teaching the following reading skills to support comprehension and fluency:

- Vocabulary
- Inference
- Prediction
- Summary
- Sequencing
- Retrieval

Children continue to develop their skills in reading fluency through numerous opportunities, such as peer reading, whole-class reading and discussions of texts. During reading lessons, children are exposed to high-quality texts, including novels, poems, songs, non-fiction texts, extracts and picture books, which all provide stimuli to support the development of their

reading skills. All texts are carefully chosen to reflect our curriculum and provide an appropriate level of challenge to support progression. The texts used often make links to other areas of the curriculum, which supports the embedding of key knowledge and vocabulary.

By the end of KS2, children will have been exposed to a range of texts and will be able to apply their understanding of reading skills to demonstrate understanding. They will be able to discuss their own literary preferences and opinions to ensure they are secondary ready.

### Reading for pleasure

At Hawley, one of our major aims is to ensure that all pupils become fluent, thoughtful and enthusiastic readers. We believe that we can enable children to develop a love of literature through widespread reading for enjoyment. Every class has daily timetabled **storytime**, during which children listen to a class novel read by their teacher. We know that reading aloud poems and whole texts to the class in an engaged way has a significant effect on children's vocabulary and story comprehension, and increases the range of syntactic structures and linguistic features the children will use in their writing.

Every class has a well-stocked **book corner**, where they are supported to select a book to read independently at school and at home. A love of reading is further encouraged throughout the school, through discussions about texts, sharing recommendations, whole-school displays and events. KS2 classes also take part in the Camden Road Map Reading scheme, which provides new books, as well as challenges, to encourage and promote a love of reading. Our in-school **libraries** stock a wide range of up-to-date books, which children can access and borrow. Classes regularly access the Islington Library Service, who provide many subject specific books, which children can access to support their learning in other areas of the curriculum.

### Writing

At Hawley, we aim to provide an exceptional and purposeful English education, which prepares learners to be confident, independent and passionate writers of the English language. Our English curriculum aims to create life-long writers and is developed in line with a 'writing for pleasure' approach.

### Writing for Pleasure

We have developed our curriculum to reflect the way writers work in real life. In every class, we foster a **community of writers**, where teachers write alongside pupils and every child is valued as a writer. We teach strategies that lead to greater independence and ensure all children remain part of the writing community. We encourage children to be active in determining their writing projects, which often fosters **creativity** and enhanced engagement in their writing. We ensure writing is **responsive**, authentic and purposeful. When planning writing projects, we make links to the **community** wherever possible, such as writing letters to community members and or writing local reports. Writing is often responsive to **experiences** that the children have had, either on trips out of school or workshops in school.

In the Early Years, children progress through the different stages of early writing through a variety of adult-led and child initiated mark making activities within the continuous provision and carpet input sessions. Children will progress from initial mark making activities towards

the application of their phonics knowledge in purposeful writing activities. By the end of Reception, children will be writing short sentences with words with known sound-letter correspondence and components of correct sentence structure.

In KS1 and KS2, children have daily writing lessons, which are well-sequenced and planned to support progression of their transcription and compositional skills. The curriculum is sequenced to build on children's prior knowledge, therefore key writing genres will be revisited as children progress through the school. As a result, by the end of KS2, children will have a solid understanding of each genre's features and vocabulary.

Writing is often linked to high-quality texts or work in history, geography or science, although can also develop in response to children's interests and current local or world events.

### Grammar and punctuation

Grammar and punctuation is taught within English lessons, although it can sometimes be taught discreetly in upper KS2. By integrating the teaching of grammar and punctuation, children can identify its purpose and use within a relevant context. Children are regularly provided with opportunities to revisit prior knowledge of key grammar and punctuation to ensure they can continue to apply their learning as they progress through the school.

### Spelling

At Hawley, we follow the National Curriculum statutory spelling sequence in order to ensure progress in spelling throughout the key stages. In KS1 and KS2, we use the No Nonsense spelling scheme to teach spelling rules and patterns, as well as the application of rules. New spelling rules are introduced and children are given opportunities to practise and apply. Children are encouraged to practise key spelling words each week as part of their home learning. Children are subsequently assessed on their spellings both through weekly tests and within their written English work. Additional support in spelling can be provided through the online spelling programme Nessy.

### Handwriting

At Hawley, we understand the importance of teaching handwriting across the school; we believe it is our responsibility to teach children the skills required to develop fast, fluent, legible and automatic handwriting. Through consistency and continuity across the school, the teaching of handwriting successfully meets the expectations of the National Curriculum.

Handwriting is a complex skill which involves the integration of a wide range of abilities: sensory; motor; perceptual; linguistic; and cognitive. We believe skills should be taught regularly and systematically using the school's agreed script and methods. At Hawley, we use the PenPals scheme to teach handwriting. Taught sessions are timetabled at least twice per week in all classes.

As children's handwriting becomes more proficient, the importance of joined handwriting and neat presentation is reinforced by staff and practised through publication of written work. Teaching staff are expected to model the school's handwriting policy when writing. For example: on whiteboards, in pupils' books and on classroom displays.

### **Oracy**

At Hawley, we value oracy as a key aspect of our English curriculum. We incorporate drama within lessons, hold regular class assemblies and enable children to take part in performances.

### **Impact**

At Hawley, we carefully monitor how well pupils are learning, observing whether knowledge is embedded and used. Teachers use assessments to inform their decision making and provide high-quality feedback, ensuring pupils have time to act on it.

### **Reading**

At Hawley, we aim for all pupils to develop a love and passion for reading. Teachers regularly conduct informal assessments within reading lessons of pupil's attainment and progress in reading. This is through oral and written questioning within class. Teachers also conduct formal termly assessments to monitor. The outcome of these assessments informs future planning.

### **Writing**

Children's writing is monitored by teachers who have high expectations. Feedback is given, either verbally or written, which supports children and ensures progress. Written outcomes of work in both English and topic books evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These opportunities enable children to write across a range of genres and adapt their writing successfully, considering its purpose. Through the provision of engaging and meaningful writing opportunities, pupils develop a passion for writing and an ability to write successfully across genres for a range of audiences. Children are able to share their ideas, writing decisions and can make changes to improve their writing and its impact on the reader.

We constantly review our curriculum through regular subject reviews to ensure sequential, layered knowledge acquisition, to check that pupil outcomes are of a high quality and that their learning is relevant and inspiring.