

Curriculum Intent Statement

The Curriculum

The curriculum has been developed by using and widening the National Curriculum in order to produce a broad and balanced progressive, sequential long term plan with consideration of the local area and resource. All aspects of which comply with legislation and national guidance, this includes the teaching of Sex and Relationships Education (SRE) and Careers Education, Information, Advice and Guidance (CEIAG) across school.

In English, pupils will be taught explicitly by the class teacher in phase 2 or via English specialists in phase 3

English

The **intent** of our English curriculum is to deliver a curriculum which is accessible to all and will inspire happy, confident, independent learners who are prepared for adulthood. As a result of this they will:

- Communicate effectively within the world we live.
- Develop functional reading strategies to encourage creativity, pleasure and imagination in the world around us.
- Develop confident communicators to support pupils into the world of work.

From the long term plan a scheme of work has been produced and **implemented** which has high and equal aspirations for all learners and incorporates:

- PFA links
- Cultural Capital links
- Reading opportunities and suggested texts
- Range of fiction and non fiction genres

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Pedagogy

In English, like all other areas, we recognise the importance of the methods and practice of teaching (the pedagogy) we chose to use in enabling pupils to know more, understand more and remember more. In English, the following approaches will be used and evidenced in the 'Stages of assessment', in order to ensure that the English Learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their English experience in school:

Teaching Sequence in English	Big picture: Prepare and equip pupils with the skills to read and write independently through the Phases and beyond.	Possible pedagogical approaches used in English	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration.	
	Inspire and engage pupils to listen and pique curiosity.		Constructivism	Inquiry-based learning, outdoor learning	
	Provide relevant and realistic information using specify key vocabulary and its meaning.		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction	
	Model skills needed and application of knowledge to access areas of the classroom		Liberationism	Pupil-led learning; opportunities pursue pupil lead interests.	
	Provide opportunities for the children to work interactively with the teacher acting as the facilitator		Learning, working and talking about English		Being introduced to the key vocabulary that pupils will need to become enthusiastic readers and writers; high expectations of pupils who showcase and develop their literacy knowledge and skills.
	Ongoing opportunities to apply learned skills and knowledge across the curriculum.				
	Further opportunities planned for pupils to use and build on skills learnt.				

A progressive assessment tracker maps the key skills and knowledge children have developed against the English objectives. **The impact** is measured via teacher assessment during the delivery of lessons and recorded electronically using the 'Stages' documents. We would expect to see knowledge communicated through:

- Termly assessment
- Writing
- Reading → guided, shared and independent
- Discussion
- Drama/ role play