



ACE Curriculum Vision – January 2020



English

Curriculum leader vision statement:

English at Astley Primary is a place of creativity, excitement and inspiration. Children should be engaged and inspired by texts and other stimuli chosen by teachers and provided irresistible contexts in which to write. In reading, children should develop phonetic knowledge from the moment they join our school and develop a love of reading, understanding and inferring as they move through into KS2, empowered to be confident, articulate readers of the future.

English is ACE at Astley because:

The English curriculum at Astley is ACE because:

- All children are enthused and engaged from the moment they join the school, building their reading skills in progressive RWI sessions.
- A love of reading is fostered throughout the school- books are carefully chosen by teachers to excite, entertain and provide a rich variety throughout their time at Astley.
- Inference and analysis skills are prioritised in 'Big Read' sessions – and children are given time to develop 'schema' from a range of creative stimuli.
- Teachers are empowered to choose their own writing prompts/texts and stimuli – providing 'irresistible hooks' and a 'reason to write'.
- Spelling and grammar feed into sequences of lessons to help develop the foundations of high-quality English writing.

English is progressive at Astley because:

- RWI groups allow children to work at their appropriate level at any given time; regular assessment allows children constant progression.
- KS2 classes build on the successes of the RWI scheme to deliver a growing 'understanding' of reading and reading analysis, in order to prepare children for High school.
- Children build up a writing confidence through 'Talk for Writing' sessions across the school; all children are introduced to a range of story structures in KS1 which they then build upon and develop throughout their school journey.
- Teachers expose children to a wide range of writing genres in every year group, allowing children repeated opportunities to develop style and confidence in a variety of writing formats.
- A school spelling scheme allows children to progressively build their learning to become confident spellers by Year 6.
- SPAG lessons allow children time to refresh, revise and build on prior learning, whilst develop confidence in new concepts – which then feed into writing.

