

## English Curriculum Implementation

Some of the practical implementation of our curriculum intent can be seen in the following procedures, systems and processes:

- *To ensure that EVERY child becomes a reader by the time that they leave Eppleton Academy*
- Early reading and phonics are given a high priority from N into Y1 and are taught daily in discreet phonics and English lessons. The school uses the systematic and progressive synthetic phonics programme called Read Write Inc.
  - During the early reading stage, individual reading books are closely matched to children's current phonic knowledge.
  - Parents are supported in helping to develop reading habits and understanding of early reading knowledge and skills through parent information events and reading logs.
  - Reading for pleasure is prioritised with daily opportunities for children to listen to their teaching sharing texts with the class.
  - Reading for pleasure is prioritised with daily opportunities for children to read independently chosen texts.
  - Accelerated Reader is used to motivate children and monitor reading.
  - Reading and high-quality books and resources are invested in to support reading at all ages.
  - Children take part in guided reading lessons, where children are exposed to a range of different texts and can demonstrate their understanding and thinking within a small group.
  - An Eppleton Reading Spine identifies core texts which children read and study in depth, exposing children to a range of genres and key authors.
  - Reciprocal reading is used to develop comprehension skills, including understanding of vocabulary.
  - A strategic approach to the teaching of reading is in place.
  - Our school environment reflects our intent through engaging library spaces and book areas being developed within classes.
  - A wide range of activities promote reading for pleasure (visiting authors, Drop Everything and Read, Book Doors, drama etc.)
  - Regular assessments monitor children's progress and when necessary interventions are planned to address identified needs.
  - Reading Buddies are utilised with older children reading to and supporting the reading of younger pupils.
  - Reading volunteers are used with pupils
  - A long term progression document for reading is used, which identifies progressive skills, knowledge and understanding and is carefully sequenced.

➤ *To ensure every child becomes a writer and confident speaker by the time that they leave Eppleton Academy so that they are able to communicate effectively their thoughts and feelings.*

- Throughout their time at Eppleton, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these guide the drafting and editing process.
- A novel approach is adopted creating an English cycle which links core texts with writing. The chosen books often provide the context for writing and help to secure pupils' understanding of the audience and purpose.
- Talk For Writing approaches are adopted. A central tenant of this method is the importance in oral language to support the construction of written language
- The understanding of unfamiliar vocabulary is given a high focus during the vast range of reading and spelling opportunities which pupils experience.
- Key subject specific vocabulary is identified as part of our 'Sticky knowledge' in curriculum planning.
- Vocabulary teaching forms part of our English Cycle.
- Reciprocal reading promotes developing strategies to develop the understanding of unfamiliar vocabulary.
- Teachers model and set high expectations with spoken language
- Vocabulary, punctuation and grammar skills are explicitly taught as part of the English cycle.
- A long term progression document for writing is used, which identifies progressive skills, knowledge and understanding and is carefully sequenced.
- Daily phonics and handwriting sessions promote the development of basic skills.
- Our Marking Key promotes accuracy with basic skills.
- Appropriate work books with multiple lines are used to support younger pupils in accurate sizing and spacing of their writing.
- The proof reading and editing stage of writing is an important part of the English cycle. Final drafts are 'published' pieces in special writing books. High expectations are set.
- Throughout their time at Eppleton, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these guide the drafting and editing process.
- It is important to note that we not only develop a real enjoyment of writing in English lessons but across the curriculum.
- Basic skills are also a focus across the curriculum.
- Events in school and trips/visits are used to stimulate and focus pupils' writing.