**Intent and Implementation**

At Bedford Drive Primary School, we have an ambitious curriculum, which follows the content of the EYFS statutory framework and the National Curriculum. For writing, we follow Literacy Counts ‘Read to Write’ units. For Phonics, we follow ‘Little Wandle’, for Handwriting, we use ‘Letter Join’ and for SPaG we use ‘Spelling Shed’.

The English curriculum feeds into the whole school curriculum structure of ‘Self’ ‘Society’ and ‘Global’ it builds upon prior knowledge, development and understanding. Our English curriculum is a knowledge-engaged one, meaning that children learn skills alongside knowledge, ensuring that both are explicitly developed. It builds upon children’s prior knowledge, development and understanding.

The English curriculum builds upon prior knowledge, development and understanding. Our English curriculum is a knowledge-engaged one, meaning that children learn skills alongside knowledge, ensuring that both are explicitly developed. It builds upon children’s prior knowledge, development and understanding.

Values are a crucial element of our curriculum and are woven into English, along with our UNICEF Rights Respecting School status. We provide opportunities for children to discuss feelings and opinions about reading books and the work of others; respect and value the work and opinion of others, and develop core skills such as, such as resilience, wellbeing, participation, relationships and self-esteem.

We provide an inclusive curriculum, ensuring those who have special educational needs and/or disabilities and those who are disadvantaged can all receive the same opportunities as their peers in English. Further support is provided for those children who require further assistance to diminish the differences. Expectations are high for every pupil with appropriate levels of challenge and support.

The schemes of work, which we utilise at Bedford Drive are ambitious; they help children, many of whom start at Bedford Drive below age related expectations, to quickly gain knowledge and skills. We want our children to know more, understand more and remember more about English.

Within our scheme of work, we have built in opportunities for repetition and practise of essential knowledge, skills and understanding in Reading, Writing and Grammar. This ensures that children are able to revisit previous learning and help them to transfer this learning into the long term memory. We aim to build schemas to help our children make meaningful connections, develop higher thinking orders and deeper understanding.

Within the English curriculum, we have identified clear end points for each Key Stage and each year group. We are ambitious for all of our pupils and expect them to work towards and achieve these end points in English.

We have carefully analysed and discussed our pupils’ backgrounds, life experiences and cultures which has helped us to implement an English curriculum, which is ambitious and aspirational.

We have developed a reading spine from EYFS through to Year 6, which ensures that our children are exposed to a range of enjoyable and challenging texts, with a range of diverse contexts and characters. This will empower our children to feel that their education has purpose and value. They will develop experiences in which they can be of service to the community and wider world.

Oracy is a key element of the English curriculum and the development of vocabulary is paramount, in both reading and writing. Each year group has clearly identified vocabulary that builds up progressively.

Through English, we intend that the children should become:

**Successful learners** – we want our children to be knowledgeable, articulate and curious, having a sense of achievement in both reading, writing and grammar. We provide opportunities and experiences for our children to see possibilities available for their future and for their world.

**Confident individuals** – we want our children to enjoy coming into school. Our reading spine has been designed to encourage and to promote a love of reading, whilst also giving children opportunities to practise and develop oracy skills, which in turn build their self-esteem and presentation skills.

**Responsible citizens** – we aim to offer experiences which help them become resourceful learners who use their initiative, skills and knowledge to enable them to make a positive contribution.

**Implementation**

At Bedford Drive Primary, we are committed to supporting and training our staff. To help staff improve their English subject knowledge, we have worked with Literacy Counts and have had recent staff CPD from Little Wandle. We are determined that our children are taught by knowledgeable experts, all teachers are helped through planning meetings, shared teaching and courses to improve their subject knowledge.

We support and advise staff with how to demonstrate and explain Reading, Writing, Grammar/Spelling and handwriting concepts to children. Teachers use a range of resources such as books, images, websites and immersive lessons to help them develop pupils’ discussion, oracy and presentation skills. Teachers demonstrate and explain key vocabulary and terminology which pupils need to access the lesson. Our spiral curriculum enables us to revisit, rehearse and revise key concepts and knowledge.

Common misconceptions are identified and rectified as soon as possible by all members of staff. This then informs the planning of Reading, Writing, Grammar/spelling and handwriting lessons to maximise teaching opportunities, for example each Literacy Counts unit we teach highlights the prior knowledge needed in order to access the learning as well as identifying the next steps. Our fully decodable books also allow for prior knowledge to be built upon and for any misconceptions to be addressed so that it does not hinder their learning.

We implement English schemes of work through well-structured lessons; ensuring that we revisit and revise prior learning using strategies such as quizzes, games, online learning and recapping previous lessons. We also using online learning platforms such as Spag.com and the Spelling Shed to enable the children to regularly apply their knowledge and understanding. This helps to develop memory and ensure knowledge, skills and understanding becomes part of the long-term memory.

Our ambitious and carefully sequenced English curriculum and planning means that we have opportunities for repetition and practise of essential knowledge, skills and understanding within Reading, Writing, Grammar/Spelling and handwriting.

We use a ‘mastery’ approach within English; this ensures that pupils are able to revisit previous learning and help them to remember in the long term, content taught and how to integrate new knowledge into larger concepts. We want to move our pupils’ thinking to a higher level in order to develop a deep understanding rather than just acquiring new facts and knowledge.

Teachers use assessment well; we use our school tracking system, ‘Insight’ to track the progress and attainment within Reading, Writing, Grammar/Spelling and handwriting. Using assessment for learning means that staff can be flexible and reshape a lesson if they identify a misconception or error, which can quickly and easily be addressed and corrected. In addition to insight, staff also use Accelerated Reader – star test to supplement the rigorous Insight assessment system.

Key vocabulary is identified and used and as oracy is an important part of our curriculum, we ensure that pupils have opportunities in English to discuss, debate and present their work, thoughts and opinions. Our Reading spine reflects the broad range of knowledge, understanding and skills to ensure the children are exposed to a variety of texts types and genres and this is systematically build on throughout the school. We also use Accelerated reader to support and embed the children’s love of reading

Reading and developing a love of books is an important part of our curriculum, therefore quality texts have been identified to support and enrich the teaching of Writing throughout the school.

**Successful learners** – we teach lessons that ensure pupils have the English skills to be creative, curious and to articulate their thinking, ideas and opinions.

**Confident individuals** – we teach lessons that provide a lifelong tool box to enable pupils to express their thoughts, ideas and opinions, as well as taking into consideration the opinion and viewpoints of others this includes both oral and written methodologies.

**Responsible citizens** – we teach pupils to be resourceful learners who use their initiative, and make a positive contribution to society.

Global - Cultural capital is a key feature within our schemes of work; pupils are exposed to a range of great authors, playwrights and poets who have shaped our history and have contributed to the culture, creativity and wealth of our nation, as well as some of the greatest achievements of mankind.