



**Becket Primary School**  
**Curriculum Statement for the teaching and learning of English**

**Intent**

At Becket Primary, we aim to create a culture where all pupils and staff are actively engaged in the process of reading for both enjoyment and information. We want to support children become passionate, enthusiastic readers and story tellers. Children will enjoy reading books for pleasure and discuss their reading with each other and staff to further develop their understanding of the text. They will be able to make connections between different books as well as links with other aspects of language.

At Becket Primary, we believe in the power of being able to express yourself both through oracy and written word. We explore a range of genres to support children to find their personal writing style and to be able to share their ideas through their writing and presentation skills. To support the children in the construction of their writing, we pay close attention to vocabulary, handwriting, spelling and grammatical accuracy. The children are also supported with the editing stage of writing, to encourage self and peer reflection, alongside discussions with staff. This encourages the children to produce work that they are proud of.

At Becket Primary, our aim is for children to apply all these English skills across the curriculum.

<b>Underpinned by:</b>	<b>High Expectations</b>	<b>Modelling</b>	<b>Vocabulary</b>	<b>Fluency</b>
	All children are expected to succeed and make progress from their starting point. Lessons are scaffolded to ensure children can access learning at the appropriate level. Children are regularly assessed to ensure they are reading an appropriate text. Rubrics and regular feedback is used to support children to edit and extend their writing.	Teachers model skills being taught by providing excellent examples and having high expectations.	Ambitious vocabulary is taught discreetly and expected to be used in their writing.	Children apply skills taught in English with ease throughout the curriculum.

<b>Implementation</b>	<b>Guided Reading</b>	<b>Class Texts</b>	<b>Reading for Pleasure</b>	<b>Phonics</b>
	Teachers model reading skills in either small groups or as a whole class. These skills are then practised and applied independently. In small group lessons, children work closely with staff to read texts pitched at their reading level. In whole class lessons, teachers will guide children through a challenging, high quality text, focussing on the VIPER range of questioning. Time is made in reading lessons to promote reading for pleasure and book discussions. Staff will hear children read individually to	Every class has a high quality text that is selected from a recommended list of texts. Guided Reading work is often planned and delivered through the context of this text. Teachers read daily to the class to ensure all children are read to by an adult every day.	All children are given the opportunity to select books they would like to read and given time to explore and read their chosen text. Children discuss their reading with an adult and books they have read are celebrated on class reading challenge displays. Both children and staff share recommendations of books they have read. Children have time in the school library to explore a larger variety of fiction and non-fiction texts.	Phonics is taught daily using a systematic, synthetic phonics approach. Children read decodable books to match their phonetic knowledge

	support children in making appropriate book choices.			
	<b>Writing</b>	<b>SPaG</b>	<b>Vocabulary</b>	<b>Whole School Events</b>
	Our writing cycle includes elements of Pie Corbett's 'Talk for Writing' and Judith C.Hockman's 'The Writing Revolution' that allows children to develop a deep understanding of how to structure writing so that they can become independent writers and write in their own style. We use excellent examples and rubrics to support children to identify ways to edit and improve their writing.	Spelling and grammar are taught daily through lessons and the use of Spelling Shed. This allows a clear pathway of progression for all year groups. Weekly tests allow teachers to spot misconceptions early and address these in lessons.	Vocabulary is a focus across the curriculum as new words are explained and revisited regularly to support understanding. Links are made to vocabulary when writing using class rubrics. New vocabulary is pre-taught in reading lessons and links are made with class texts. Teachers explain words as they read. Discrete vocabulary lessons support children to learn and use ambitious words and phrases.	We celebrate World Book Day and run a book fair to support families to spend their book vouchers together. We celebrate writing and spelling achievements in our weekly celebration assembly and take part in a whole school Spelling Bee that feeds into a whole MAT Spelling Bee.
	<b>Pupil interviews</b>	<b>Evidence in knowledge</b>	<b>Evidence in skills</b>	<b>Outcomes</b>
Impact	Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of the subject. During recent pupil interviews, children talked of their love of reading and specifically reading for pleasure time that is given in school. Children said they enjoyed their teachers reading to the class each day.	During lesson observations, children could explain the reading and writing process and can make links between different texts based on their genres and themes. Pupils were also able to explain the purpose of their writing.	Teacher's subject knowledge ensures that all children are taught skills that match the National Curriculum objectives. Children are taught progressively and the VIPERS approach in KS2 supports children in their discussions around texts. Recent book scrutinies show that children are given the opportunity to write different genres and purposes, increasing their writing skill.	At the end of each year we expect children to have reached Age Related Expectations. Some children will have progressed further and achieved Greater Depth. Children who have gaps in their knowledge receive appropriate support and intervention.