

Curriculum Statement

At North Road Academy, we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. We have a whole-school approach to teaching English that has been written in response to the National Curriculum in England. Our aim is to excite, with reading for pleasure at its core and grammar lessons woven in throughout.

Intent

We believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion and so we have chosen to use Pearson's Wordsmith programme as our core English curriculum. One of our priorities is to help children read and develop their all important comprehension skills. We believe in children taking pride in their writing, where they can write clearly and accurately by adapting their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum.

Implementation

Variety of texts

Our planning has a unique use of diverse whole texts enabling children to become fully immersed and engaged in a range of great books. These books both help children to learn how the experts write and act as models for their own writing.

Cross Curricular

Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects.

Depth Focus

'Depth focus' lessons provide you with the opportunity to explore and study a character, theme or feature in depth. Lessons encourage children to develop their initial ideas through talk and discussion, before they may be asked to explain and discuss their understanding of what they have read through presentations or debates. Children may be asked to read extracts, poems or playscripts aloud and/ or to participate in performances, role play and

improvisation. By listening to each other and articulating their own ideas, they learn to justify their views with evidence from the text.

The writing cycle

Children build up to most composition tasks (long and short), which allow the children to explore and develop their ideas before writing, which leads to an end of unit assessment to assess their writing skills and how they have developed. Children build up to most composition tasks over a number of sessions, which allow the children to explore and develop their ideas before writing. Both the short and long composition activities employ a variety of teaching strategies that prompt the children to imagine, explore and develop their ideas: they encompass oral rehearsal through improvisation and role play, as well as asking the children to take notes, to undertake research, and to plan and draft their writing. These are supported with interactive teaching resources such as videos and templates, allowing you to develop the children's ideas further before they begin writing. Many of the writing activities are differentiated, with discrete tasks suggested for 'core', 'support' and 'extend' groups.

Guided Reading

North Road Academy focuses on developing children's core comprehension skills, encouraging discussion around a stimulating array of new whole texts. We follow a cycle in guided reading to help develop their comprehension skills. The cycle- Focus on vocabulary- Pre-read the text and explore the vocabulary within it before answering targeted vocabulary questions- discuss three key questions in a group using different strategies- complete tasks using the prior discussions- complete a follow up writing task.

Talk for writing

Talk for writing is encouraged highly in our English lessons as we believe it provides children with opportunities for oral rehearsal and talking, assisting with evaluation and reflection. We have live performances through our live units e.g. debates, discussions, performing poetry to provide our students with exciting and memorable experiences, in order to engage them in their learning.

Grammar

We have targeted grammar lessons for each year group with an aim to attain mastery. Our topics are handpicked according to the NC expectations for each year group. Lessons consist of carefully curated presentations and tasks assessing both the children's fluency and reasoning.

Reading for pleasure

Reading for pleasure is embedded in our planning, giving students the chance to read aloud and becoming confident at the same time. Our planning gives them the

opportunity to read aloud a variety of texts, practicing their tone and expressions, to excite them in story-telling. We also encourage the children to read at home for pleasure, from the books they take from home. Reception starts from Oxford Level 1 and this progresses up until KS2, Oxford Level 20. The students can pick from a variety of texts on the level they are on and to encourage them, they must finish the variety of texts on their level, in order to proceed to the next level. Once a child has finished all the Oxford levels, they are now 'free readers,' giving students the opportunity to pick from the wider selection in their classroom of non-scheme books.

Comprehension

There is a paced progress through texts that ensures comprehension is prompted and checked every step of the way. Children are encouraged both to view each text as a whole and to focus on close reading of shorter passages (for example, through focus on one chapter). The wide range of activities in each unit ensures coverage of the new programmes of study for reading comprehension, and teaching is supported by a range of interactive teaching strategies. Comprehension activities also use PCMs (differentiated where appropriate) on which the children can record their work.

Spelling

Children are expected to know all the words listed in the National curriculum. They take home worksheets and are thereafter assessed on them weekly. We use the Andrew Brodie Spelling books for each year group.

Impact

The impact on our children is clear: progress, sustained learning and transferable skills. With the implementation of the writing journey/ end of term assessments for each unit, being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, language, sustained writing and grammar and punctuation skills. We hope that as children move on from North Road Academy to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.