



Our curriculum is focused on the development of every child's knowledge and skills, across all primary subjects, with the aim of ensuring pupils are ready for the next stage of their learning. We encourage our children to: Be Curious, Be Knowledgeable, Be Adventurous, Be Creative, Be Collaborative, Be Reflective, Be Positive.

Curriculum statement for the teaching and learning of English 2021/22

INTENT	By the time our children leave Mullion Primary School, they will be motivated and enthusiastic readers who read both for enjoyment and to find things out. We teach children to read and to keep them reading through a coordinated and progressive approach which promotes fluency and a love of reading. We will introduce them to current and classic authors and teach reading through a range of genres. We will develop readers who discuss and give opinions about what they have read.			
	It is our intent to teach children to become passionate and purposeful writers. They will be taught to write creatively across a range of genres and subjects where texts are woven through the curriculum. The children will learn the skills of writing with fluency, accuracy and precision. They are taught handwriting as a progressive skill and are taught editing techniques to improve spelling, punctuation and grammar to affect the reader.			
Underpinned By	High Expectations	Modelling	Fluency	Vocabulary
	All children are monitored and tracked to ensure that they make at least expected progress from their individual starting points.	Expectations of writing are modelled by teachers and skills to succeed in writing are shown through demonstration writing. Demonstration reading is woven throughout all reading opportunities.	Teachers promote opportunities for fluency throughout writing and across the curriculum. Reading fluency is promoted through word, sentence and text level opportunities.	High quality, contextual vocabulary is developed through writing every time our children write. Teachers teach vocabulary explicitly, providing definition, synonyms and antonyms to clarify and broaden vocabulary.

Implementation	The Writing Approach We use 'The Write Stuff' as an approach for writing. This is a combination of experience lessons (to build vocabulary and first-hand experiences) and Sentence Stacking lessons (where vocabulary is used and sentences are crafted through the use of the Writing Rainbow).	Spelling We teach as we mean to progress – starting with the Read Write Inc phonics-based approach and continuing through the Read Write Inc spellings programme. We have a school-wide spelling strategy that is taught and applied in writing and editing.	Punctuation and Grammar Teachers use half-termly PAGES (Punctuation and Grammar Essential Skills) to ensure year group objectives are learnt. Grammar and punctuation are also taught through writing, where it is the focus of the success criteria as lenses from the Writing Rainbow.
	Phonics We teach phonics and early reading through the Read Write Inc programme. This is a systematic synthetic phonics programme where children are grouped at stage not age. The children read decodable books matched to their stage of reading. They read books that they <i>can</i> read.	Reading VIPERS Skills of reading are taught through the VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary). In EYFS and key stage one, this is through Talk for Stories. In key stage two, this is taught through short reading extracts shaped around a weekly theme and a once per week class reading book talk lesson.	Handwriting As a school, we follow a continuous cursive handwriting progression of skills. Children are taught handwriting each week and given opportunities for practice. Handwriting expectations are expected across the curriculum.
	Reading for Pleasure A high value is put on reading for pleasure and we have a comprehensive reading spine which includes a broad range of fiction and non-fiction texts. Reading is shared through reading, writing and the wider curriculum. In key stage one, children take home a 'read to me' book for families to share. Once on the Accelerated Reader programme, children take quizzes and reading is celebrated through reading certificates and in our Virtues assembly.	Cross Curricular Reading and writing is taught in English lessons and embedded in foundation subjects with opportunities to apply learned skills. The writing curriculum is mapped so that it provides opportunities for cross-curricular writing, developing foundation subject knowledge and purpose. Our reading spine offers a variety of texts linked to geography and history as well as opportunities for PSHRE links. High quality non-fiction texts are used to underpin non-fiction writing and there are opportunities to explore reading and writing online through research.	Whole School Events Our children engage in an annual literacy festival hosted at a Kestle Barton. They meet with authors and illustrators and immerse themselves in the world of publishing. They also take part in online author events. We celebrate World Book Day as a day to mark our successes as well as celebrate our favourite authors. Children take opportunities to write to authors, enter writing competitions and write for our website and newsletter.
	SEND		
The curriculum is adjusted with additional and different provision for all children who have identified SEND and have an Individual Provision Map (IPM)			

Impact	At the end of each year, pupils have developed their literacy skills, and have gained a new understanding of spelling, punctuation and grammar in line with their year group curriculum. They have developed their reading skills and become more fluent readers and are reading with increasing independence.			
	PUPIL VOICE Pupils talk enthusiastically about reading. They are able to share books they've enjoyed and understand the importance of reading. Pupils talk enthusiastically about writing and are able to share examples of their learning. They understand the importance of writing for a purpose and with precise vocabulary.	EVIDENCE IN KNOWLEDGE Pupils used VIPERS skills to understand what they have read. They also know reading strategies to enable them to decode and understand what they have read. Pupils can understand the processes involved in effective writing. They know that the lenses within the 'Writing Rainbow' are steps to successful writing and have gained the knowledge taught through these lenses.	EVIDENCE IN SKILLS Pupils are taught reading skills that enable them to decode reading and read at an appropriate pace for their stage of reading. Teachers subject knowledge enables pupils to be taught skills that are matched to the National Curriculum objectives which are in line with the school's English curriculum.	BREADTH AND DEPTH At the end of the academic year, we expect pupils to have met their year groups' Age-Related Expectations (ARE) or beyond. Some pupils will have deepened their understanding and be working at Greater Depth Standard (GDS). Pupils are tracked across the year and those who need additional support, are identified rapidly and appropriate interventions are in place and monitored closely for success.