



## National Curriculum Aims

**The 2014 National Curriculum for English aims to ensure that all pupils:**

The overarching aim for English in the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- Read easily, fluently and with good understanding
  - Develop the habit of reading widely and often, for both pleasure and information
  - Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
  - Appreciate a rich and varied literary heritage
  - Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
  - Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, can make formal presentations, demonstrate to others and participate in debate. (DFE 2013)

Intent	Implementation	Impact
<p>We aim to develop an environment that not only helps children decode, but also to comprehend and infer from texts.</p> <p>Reading is a social activity, at Hujjat Primary school we want children to talk about the book they are reading with friends, family, and teachers.</p> <p>We want to develop an environment where books are easily accessible to all children, despite their varying interests.</p> <p>We strive to develop pupils who leave Hujjat Primary as life-long readers who derive pleasure from reading.</p> <p>The aim of our curriculum is for every child at Hujjat Primary School to leave school with the ability to write in an articulate and creative fashion, and by being inspired by their engaging reading experiences.</p>	<p>At Hujjat Primary, we begin by teaching children to read by a phonic approach (using the Revised Letters and Sounds Little Wandle Scheme). This way, children learn the sounds which make up the English language and relate them to their written forms. Children then 'sound out' words by reading them in sequence before blending them into words.</p> <p>We use focus books, sequenced according to phonics phases, to introduce high-frequency (tricky) words and grapheme phoneme correspondence (GPC). Our goal is for all children to read for pleasure from engaging with a wide variety of rich books, texts, and poetry.</p> <p>Our classrooms have book corners that are inviting and have a range of books that children can read and enjoy. Our school library is a space that children can enjoy reading quietly use as a resource for different areas of the curriculum.</p> <p>Children have many opportunities to write from EYFS onwards. Initially the focus is on using the correct pencil grip before moving onto correct letter formation and the application of phonic sounds to writing. As children progress through the school, they are taught to write in many different styles across a wide range of genres, both fiction and non-fiction, and including instructions, explanations, reports, recounts, adventure stories, myths, fables, and poems. Children are expected to write using the correct grammar, accurate spelling, and appropriate punctuation. These skills are also taught discretely and applied within the relevant genres. Furthermore, extended writing takes place each fortnight, providing opportunities for pupils to apply their learning in different, cross curricular contexts.</p> <p>Our English curriculum is book led, with units linked to carefully selected, quality texts. This enables pupils to learn in context and encourages their passion for reading.</p>	<p>The impact and measure of this is to ensure that children in HPS are equipped with an understanding of R-E-A-D skills, and are able to use and apply these skills when reading and writing in different contexts and genres.</p> <p>Children learn to plan, review, and edit their work using teachers' feedback and next steps effectively, as well as use self and peer assessment techniques successfully. Teachers at HPS use formative assessment to assess and track progress in English. Daily reading during Guided Reading sessions inform teachers how children are accessing and understanding texts. Regular writing opportunities through Big Write sessions allow teachers to assess how children are effectively showcasing their learning.</p> <p>In addition, children are assessed at the end of each term against the objectives set out each unit (which canvas the National Curriculum objectives), and an overall judgement is made as to whether children are working towards, working at or above expectations</p>

## Knowledge and Skills

At HPS, we use a wide range of rich text types are taught throughout each year of a child's education at our school. Each term, pupils are taught fiction, non-fiction, and poetry units, which ensures a depth and breadth of understanding as our pupils are able to learn, explore and apply key skills from the National Curriculum in a range of contexts and for different purposes. (Also refer to the Year Group map of knowledge and skills)

At Hujjat Primary School we:

- Identify the intent of that piece of writing.
- Look at and analyse features of a genre and discuss and work through what needs to be included in our final writing piece for that writing block.
- Determine what that genre looks like for that year group and beyond.
- Understand what they learnt in previous year groups that relate to the current learning that can help them access their current learning.
- Identify questions to help measure the impact of the learning.
- Provide possible enrichment opportunities that may link with home learning.
- Identify the speaking, listening, reading, and writing skills for that piece of writing.
- Understand ways to make the learning journeys stimulating and help build vocabulary as well as providing resources to help generate sentences.
- Analyse text and work through grammar activities where they match the learning for that block.
- Plan, edit and review our writing by rehearsing both orally and on whiteboards or worksheets where possible, using teacher modelling as a scaffold.
- Use and apply up-levering and editing to improve work and extend our writing.
- Work at building cohesion in the writing and work to implement the conventions of writing in the English language.

### Creativity

Our curriculum enables pupils to make sense of the world around them and we strive to enable each of our pupils to explore the connections between the world of books and the world around them.

At HPS we believe stories shape us as humans. Using book talk, drama and art we look to explore the discussions that happen around books into other art forms and use these creative outlets to help generate and extend discussions. Through the use of inter-thinking and co-dependent learning children share their ideas and develop their understanding of not just the texts but the world they inhabit.

Themed days and educational visits are part of our enrichment provision, such as celebrating World Book Day, hosting author visits and going to the Roald Dahl Museum.

### Assessment

At HPS assessment is an integral part of teaching and learning and is a continuous process. Teachers make assessments through regular marking of work, analysing errors and picking up on misconceptions. Teachers ask questions and listen to children's answers, thus facilitating and listening to discussions.

Teachers carry out daily reading activities, carefully matching children's ability to the books they are reading, in addition to the class set-book. Big Write sessions further inform teachers about how well children are using different literary and reading skills when writing in different contexts.

Summative assessments are carried out at the end of each term, by moderating pupils' work across different classes and Year Groups, as well as by carefully cross referencing the National Curriculum objectives. Children are assessed as working below, working towards, working at or above national expectations.