

English					
<b>Vision and approach for English</b> Quality literature is at the heart of our English curriculum. Through our texts, children learn reading and writing skills, enabling them to communicate effectively, develop empathy, and acquire knowledge. Through our wider provision, we have created a culture where reading for pleasure is valued and encouraged. Our aim is to inspire children to become readers and communicators as they develop and grow through the school, equipping them for their secondary education and adult lives. We believe that fluent readers not only have improved life chances through higher educational attainment, but also that they develop emotionally and socially, gaining self-awareness and empathy as they understand the world through other perspectives.		<b>Key Concepts</b> spoken language phonics word reading comprehension composition transcription vocabulary grammar punctuation		<b>Content and Sequencing</b> Learning is sequenced so that knowledge and skills are built upon each year based on the Hampshire Assessment Model. Children develop reading strategies and skills through hearing, reading and studying a wide range of quality whole texts and extracts, providing opportunities to revisit learning in a new context. Writing is taught through text lead writing journeys, following the HIAS 3 phase model. Children are immersed in the world of the text and explore new vocabulary; they learn new skills and practise them before completing a sustained piece of writing for their unit outcome. Children learn to write for different purposes and audiences, and in different forms. They secure their skills by applying them in the different contexts of new stories and projects..	
Curriculum Drivers					
Experiential	Curiosity	Independence	Resilience	Rich in language	Community
Our English learning journeys enable children to be immersed in the worlds of high-quality texts. They experience a wide range of engaging texts and authors in our reading curriculum. As many of our English journeys are linked to projects, children often experience project hooks and school trips which engage them and enhance their learning.	Curiosity is aroused through engaging project hooks and stimulating quality texts. Our librarian inspires and encourages our children to become readers through library events and author visits, and by guiding book choices. Our Let’s Think in English programme uses questioning to prompt group exploration of a wide range of poetry, prose, picture books and film.	Through focused skills practise, ‘apprentice’ writing and application of skills in an extended written outcome, children develop their ability to write for different audiences and purposes, in different styles and registers. With a rich reading diet in our curriculum and equipped with a range of reading strategies to use, they become confident and fluent readers.	Reading and writing journeys provide opportunities to practise and apply knowledge and skills. These are revisited in subsequent units, building independence and resilience. Reading for pleasure is encouraged and valued and children receive support to improve their fluency and stamina. Reading strategies give children a toolkit for overcoming difficulties.	Our texts are chosen for their rich content and language. Hearing stories read aloud exposes children to a wider range of vocabulary than they would meet in their own reading. In lessons, children explore vocabulary used for a wide variety of purposes and audiences, and investigate a wide range of authors and writing styles.	Our English writing outcomes are often linked to projects, some of which have connections to our village and the surrounding area. Children enjoy local trips which enhance their learning and bring project knowledge alive. These experiences feed into their reading and writing engagement and enjoyment and help them to find their writer’s voice.
Links with the Curriculum		Progressive			Inclusive
Many of our text drivers are linked to our foundation curriculum, allowing children to use their experiences and knowledge in these subjects, together with their writing skills, to create high quality writing outcomes for a range of purposes and audiences. Writing skills are applied when completing tasks in other subjects across the curriculum. Children apply reading strategies and skills to enable understanding of information texts, both in reading and project lessons, and in wider reading for pleasure.		We promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and we develop their love of literature through high quality class texts, reading for enjoyment and wider reading provision.  We aim for all children to: read fluently and with good understanding; develop the habit of reading widely and often; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; appreciate our rich and varied literary heritage; write clearly, accurately and coherently, adapting their language and style in a range of contexts, and for a variety of purposes and audiences; participate in partner, group and class discussion and exploration activities to enable shared learning and development of ideas and understanding, which can be both articulated and captured in written responses.			Variation in lesson planning ensures children are supported to access the task through use of scaffolding, support and adaptation to decrease cognitive load. Challenging texts in a wide range of genres, authors and styles, inspire and challenge children’s thinking, and provide quality models of writing. Let’s Think in English lessons provide open-ended questioning and structured mixed ability group work where children work collaboratively, gaining in confidence to share and express ideas. Our school library and wider provision support and inspire all.