

**Little Bowden Primary School**

**KS2 English Curriculum**

**Intent**

In Key Stage 2, we strive to help our children develop into articulate and imaginative communicators, who are well-equipped with the basic skills they need to become life-long learners; English learning is key in this.

We aim to ensure all of our children develop a genuine love of language and the written word, through a text-based approach. Careful links are made across the curriculum to ensure that children’s English learning is relevant and meaningful: where possible linking our reading, writing and the topic that we are covering in History, Science, and Geography and beyond.

**Our intentions in writing are for children to:**

* Write for a real purpose.
* See themselves as real writers and aspire to be writers in the future.
* Take ownership of their writing and give feedback to peers.
* Acquire the ability to organise and plan their written work.
* Engage the reader by using carefully chosen vocabulary, correct grammar, punctuation and the features of different writing styles.
* To apply spelling rules to their writing.
* Present their writing in a legible, joined handwriting style.

**Our intentions in reading are for children to:**

* Our children will have fluency and accuracy in reading across a wide range of

contexts throughout the curriculum.

* We promote knowledge of an extensive and rich vocabulary.
* We encourage our children to have an excellent comprehension of texts that they

have read.

* We motivate our children to read for both study, to find out more about our world,

and for pleasure, where they can talk about books they love.

* We encourage pupils to have an extensive knowledge through reading a rich and

varied range of texts.

* We promote a love of reading through providing a well-stocked, relevant library and classroom reading areas.

**English Implementation**

**Reading implementation**

Reading is an important part of our curriculum and is an integral part of all of our lessons. In KS2, we teach reading through:

* Group guided reading lessons: In these lessons, pupils work in small groups. They explore a novel/book, developing their reading skills and their ability to understand the author’s intent, connections and links to their own experiences. Children discuss the book through ‘Book Talk’ when they can express their opinions.
* Whole class guided reading: In these lessons, the whole class reads the same book. Pupils explore vocabulary, prediction, sequencing, making inferences and retrieving information, ensuring that they are able to make justified responses using evidence from the text. ‘Reading detectives’ are used to ensure consistency across Key Stage 2.
* Discreet comprehension skills lessons are taught which explicitly teach, rehearse and apply the different components used by a fluent reader e.g. asking questions, imagining, summarising, making links…
* Pupils explore a wide range of fiction and non-fiction texts in their foundation lessons, which are based around age appropriate texts linked to the topic being studied.
* Pupils are encouraged to independently read books for enjoyment which can be chosen from the school library and class reading areas.
* Class teachers read age appropriate books to their class to promote a love of reading.

For pupils working below their chronological age, targeted intervention and support is put in place across the key stage or by the respective class teacher.

**Writing implementation**

Children are given exciting stimuli for writing including quality texts which are, where appropriate, linked to the foundation subjects. We motivate our children to have a love of writing and an appreciation of its educational, cultural and entertainment values.

We use the ‘slow writing’ approach to carefully build up the steps the children will need having the end goal in mind. This includes: -teaching the features of a text type,

 -teaching relevant grammar,

 - gathering vocabulary,

 -practising the writing style with teacher support,

 - applying these skills in an independent write,

 - revising and editing their writing with peers and by themselves.

 -Depending on the purpose and audience of the writing, it may be published as

 a final draft.

**Spelling implementation**

Spelling is taught through the Read Write Inc Spelling programme. Spelling activities are also set on Spelling Shed to encourage home learning. Spelling is also linked o the teaching of handwriting.

**Grammar implementation**

Grammar is taught in context as part of the building blocks required for a piece of writing. It is also taught discretely in order to teach the grammatical terms and their meanings.

**Handwriting implementation**

Handwriting is taught through the Letter- join programme leading to a fluent, joined handwriting style. Discreet handwriting lessons take place each week. Children are encouraged to apply a neat, joined style when writing across the curriculum.

**Speaking and listening implementation**

Speaking and listening is integrated into all areas of the curriculum: ‘Talk partners’ are used to build confidence when writing; stem sentences are used to facilitate ‘Book Talk’ in guided reading and structured group discussions are used in foundation subjects to explore questions.

**English impact**

We intend that the impact of our English curriculum will ensure pupils are academically prepared for life beyond the primary school and throughout their educational journey.

They will be fluent **readers** who actively engage with what they are reading. They will want to read for pleasure as well as using reading to access all curriculum subjects and to develop their curiosity for the world.

They will be fluent **writers**, able to adapt their writing depending on the purpose and audience. They will confidently communicate both formally and informally when writing by manipulating vocabulary and grammar.

They will be effective communicators when **speaking** in informal or formal situations. They will be able to **listen** to the ideas and opinions of others and be able to respond appropriately.

The curriculum will be reviewed in 2024