



Dartmoor
MULTI ACADEMY TRUST

Curriculum Statement for English

Our curriculum has four features:

- is ambitious for all pupils;
- is carefully and coherently planned and sequenced;
- is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities;
- is broad and balanced for all pupils

English Curriculum statement

Intent

At Black Torrington C of E Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely for pleasure and enjoyment. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt 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 English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in English skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

These aims are embedded across our English lessons and the wider curriculum. We have a well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers adapt the Babcock Teaching sequences as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

Our curriculum closely follows the aims of the National Curriculum for English 2014:

- 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 our 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, making formal presentations, demonstrating to others and participating in debate.

In addition to daily English lessons, children in Key Stage 1 classes follow the Read Write Inc programme from reception – year 2 and continue to develop a range of reading skills into Key Stage 2, as well as a love of reading. We use a wide variety of quality texts and resources to motivate and

inspire our children. We also provide enrichment opportunities such as year group or cluster wide writing events, visiting authors, books swaps and reading open mornings. Each school has a reading committee who actively promote reading events.

Impact

As a result we have a community of enthusiastic readers and writers who enjoy showcasing their developing English knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the starting points of all our children. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment. The impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Links to policies:

[English Policy](#)

[Handwriting Policy](#)