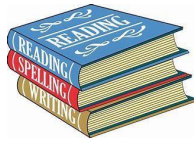
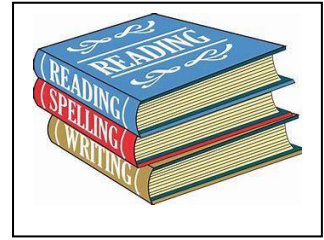


## Stowford School

### Curriculum Statement for English



#### Intent:

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



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

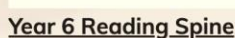
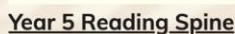
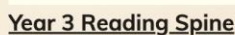
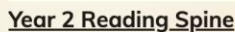


are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



**Reading lessons** are taught daily following the rigorous and sequential CUSP curriculum. This curriculum is based on high-quality texts which allows all children to have the depth and breadth of literature study that they need for their progression to secondary school. The children are explicitly taught core reading strategies and conceptual fluency is built into day-to-day teaching. All reading lessons, follow the CUSP sequence of explain, example, attempt, apply and challenge.

## Year 1 Reading Spine



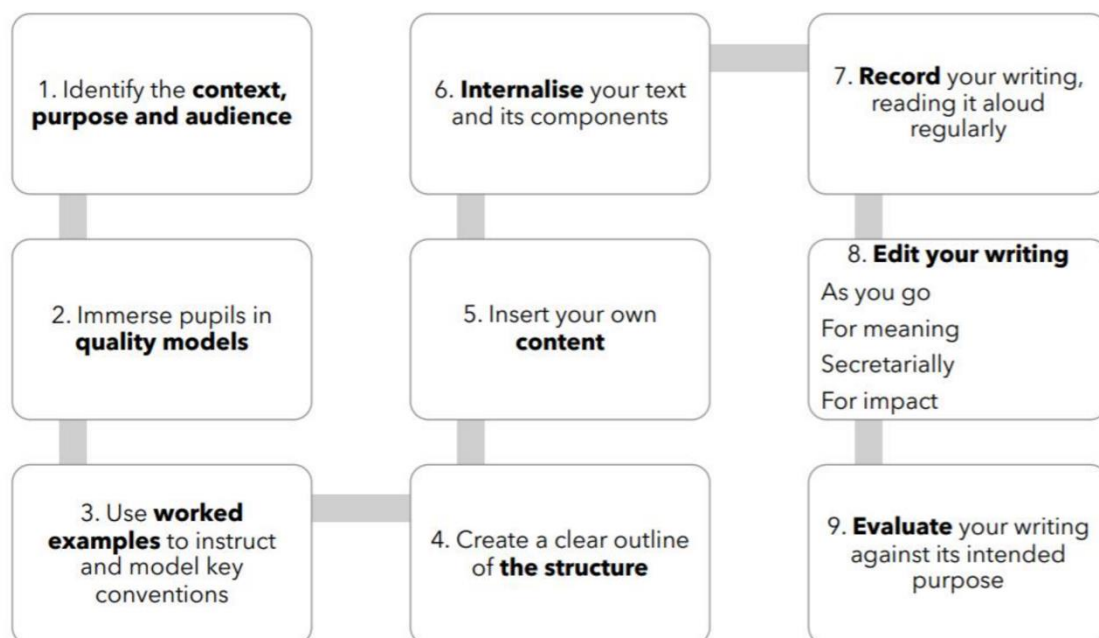
As children become more fluent readers, reading is encouraged by taking part in the **Accelerated Reader Scheme** before taking part in the **One Hundred Books Challenge**.

**Reading for pleasure** is encouraged through author visits, world book day events and competitions.

**Handwriting:** The school's agreed handwriting style develops from print, in Early Years and Year 1, before moving to cursive from Years 2 to 6.

**Writing:** CUSP Writing draws on taught content from CUSP History, Geography and Science and from the depth study of core texts from the literature spine. Expert subject knowledge is carefully woven into each writing module which gives teachers the opportunity to teach and rehearse key knowledge and skills before applying this learning to meaningful extended outcomes. The careful architecture of this curriculum ensures that pupils build on prior learning and maximise purposeful curriculum connections to become writers for life. Within the CUSP curriculum, punctuation and grammar is taught both directly and discreetly. At Stowford School, we aim for writing to be accessible for all learners. The use of dual coded Knowledge Notes provide visuals to aid understanding and recall. In addition, the knowledge notes are referred back to in all lessons (as a recap) to minimise cognitive overload, so children can use and apply their knowledge more easily. The structure of learning the skills and grammatical elements one at a time helps learners to plan and write their own versions of the model text. Scaffolding and sentence stems are also used in lessons to aid learners. Where needed, specific and targeted interventions are delivered to meet the needs of individual pupils.

#### CUSP Writing Framework



**Spelling:** The spelling curriculum at Stowford School follows the CUSP comprehensive, systematic spelling curriculum. It is progressive and is taught from Year 2 to Year 6. The spelling curriculum allows for spelling concepts to be clearly explained and then practiced. The children are encouraged to be pattern seekers, to zoom into the composition of words and understand that spelling and word meaning are intrinsically linked. Examples of tasks that children complete in spelling lessons include: word study, word sorting, speed spelling, word trees, dictations and dictionary tasks.

**Spoken Language:** The development of oracy across the school is a component of many lessons and correct English is modelled by staff.

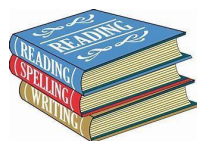
Pupils are taught oracy skills daily through our broad and balanced curriculum. During all lessons pupils are taught listening skills, vocabulary and discussion techniques. They have the opportunity to experience a range of talking styles – from exploratory talk to presentational talk.

At Stowford School we use the oracy framework that was developed by The University of Cambridge and Voice 21 to support the teaching and learning of oracy. This framework break oracy into four strands.

- Physical
- Cognitive
- Linguistic
- Social and Emotional

This framework allows both staff and pupils to understand what makes good spoken communication. The four strands enable successful discussion, inspiring speech and effective communication. The framework is used by staff to give feedback and assess progress. Pupils use the framework to self-assess, peer-assess and talk about talk. The English curriculum provides a rich experience for all children in which they can develop skills to explore, access knowledge and make connections across all learning.

**Assessment:** is formative and with summative assessment three times a year. Data is collected and analysed to inform planning and professional discussion about pupil progress which may lead to the need for **interventions** which are then put in place following pupil progress meetings. Verbal feedback is given immediately wherever possible as research shows this makes increased impact on children's progress.



## **Impact:**

The Stowford Curriculum in English teaches children to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables children both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; children, therefore, learn to speak, read and write fluently and confidently to maximise their life chances beyond schooling.

