



Itchen Abbas Primary School

'Growing Hearts and Minds'



Subject Development and Rationale

English

Intent of our English Curriculum

Itchen Abbas is a rural village on the River Itchen about 4 miles north of Winchester. Most people who live in the community were born in the UK and migration and immigration into the area are low. Therefore, the community does not have a high level of diversity and children are not typically exposed to diversity within their daily lives. In recent years, since Covid, the school has seen more children join the school from abroad. However, most are white middle class with parents who were working abroad and children attending British Schools. A small number of families new to the school are from Ukraine and are refugees.

According to the 2011 census, Itchen Abbas has a higher education level than the average for England. The percentage of adults in higher paid, managerial and professional jobs is above average and this manifests into high expectations and ambition for children from their parents. Levels of deprivation are low in the area. Most people commute to their places of work although some families are still involved in farming.

Therefore, through our English curriculum, we will give our 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

English is the key to a world of new experiences; unlocking imagination and opening the door to unknown knowledge. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening they can communicate with them.

At Itchen Abbas Primary School, we are determined that all children will become highly competent readers and writers. As a school we are dedicated to encouraging children to be passionate about reading and writing and to offering opportunities for children to respond to their experiences both inside and outside of the classroom, making sure that the curriculum is relevant and of interest to them. Although the skills of a reader and writer need to be taught, we believe it is also important that children are taught to appreciate these skills in order to enhance reading and writing for pleasure.

Reading

Our aim is for all children to become life-long readers. We recognise that children must become competent and confident in both word reading and comprehension and our reading curriculum reflects the Hampshire Domains of Reading: Word reading, Comprehension, Inference, Language for effect and Themes and conventions.

Throughout their Reception Year and Year 1, children learn to decode words through daily teaching of Phonics using the Little Wandle programme. Children foster a love of reading from the very start through story-based topics and activities as well as enjoying our broad range of reading scheme books. Later children learn to master the skills of reading through Guided Reading Lessons. The books studied in these taught lessons are not limited to children's reading ability, instead they ensure children experience a broad range of literature with exciting and varied vocabulary. We are committed to progress for every child. Alongside these high-quality reading lessons, we monitor children's progress and rigorously monitor progress. We are passionate that all children should have access to high quality literature and are proud that our library, which we regularly update displays and books with different themes, such as diversity. Our links with Hampshire School Library Service ensure the books we have are relevant and engaging for the children in our school.

Handwriting, Spelling and Grammar

At Itchen Abbas, we recognise that Handwriting, Spelling and Grammar are the foundation skills that enable children to excel in English and we are dedicated to children mastering these skills. As well as embedding them in our English lessons, we also teach and monitor them through discrete lessons. In Reception Year and Year 1, children develop their knowledge of spelling through Little Wandle. Later our children's learning in Spelling and Grammar is supported by the school's subscription to the Spelling Shed schemes of work. We ensure high quality teaching for progress, through rigorous monitoring and as a school we have clear guidelines to ensure high expectations of children's spelling and grammar is reflected across the curriculum. We ensure consistency and progression in Handwriting and are committed to each child developing a fluent, legible handwriting that is fit for purpose. We expect excellence in presentation across the curriculum, not just in English lessons. Hampshire primary schools are asked to screen all pupils in the last term of their Reception Year to identify pupils who are likely to experience literacy difficulties. During their first term in Year 1, pupils so identified work through the SIDNEY intervention programme, which was written jointly by local advisers and educational psychologists. The intervention programme was designed to be used for 15 minutes per day on a one-to-one basis. The aim is that pupils should progress towards age-expected skill-levels, and be able to spell CVC words accurately, with correct letter formation.

Writing

As a school, we are dedicated to providing a progressive and inspiring writing curriculum. We ensure that every child experiences a breadth of literature from which to draw upon in their own writing. Children study a range of high-quality fiction and non-fiction texts including media clips, heritage texts, novels, picture books, articles, graphic novels, short stories and poetry. We want all of our children to be able write for a range of purposes, show different viewpoints and to use language to affect the reader with increasing command. To support this, our writing curriculum is text led and provides opportunities for children to write in context and for real purpose through learning journeys. Each writing learning journey starts with immersion in the text to stimulate and generate ideas. Grammar, vocabulary, punctuation and composition are then taught through and practised within the context of the book. Drama and talk for writing give children the opportunity to explore and extend their ideas further ready for writing. Apprentice pieces of writing give clear opportunities to adapt and refine skills and throughout each learning unit, children learn to plan and edit effectively to promote excellence in written work. Each writing learning journey creates a final piece of independent writing that has a clear audience, purpose, style and viewpoint. This and further independent pieces of writing generated through the same text or through cross-curricular links build a picture of children's progress and attainment. We internally and externally monitor and moderate writing regularly to ensure our expectations are in line with National standards and reflects our ambition for each child to use writing effectively to communicate their ideas.

Implementation of our English Curriculum

Teachers have expert knowledge of the subjects they teach. Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. If they do not, they are supported through CPD to address any gaps.

How is English taught?

- A 2-year cycle scheme of work which ensures that all children have a broad balanced English curriculum. Each unit has an outcome or end point designed so that the children can demonstrate their learning through the topic.
- Each year group has a progression of knowledge and skills containing the objectives that need to be taught. Assessment documents are then used to ascertain whether the children are working at ARE or at a level of greater depth throughout the year.
- Phonics at Itchen Abbas is taught through Little Wandle and then through a weekly Word Study lesson in all other year groups. We use Spelling Shed to support our teaching of this, ensuring children are taught spelling rules, including the morphology and etymology of words. These words are then applied in the English Writing journeys and the children are assessed on these throughout each term.
- Guided Reading is taught weekly from Year 2, where children are taught about a specific domain, such as Language for Effect or Themes and Conventions.
- The children then apply their learning from Word Study and Guided Reading twice a week in PLT (Personalised Learning Time) sessions. Children receive feedback on these follow up activities throughout the week.
- Children throughout the school are assigned a book band matched to their level of reading/phonics and these are tracked by the individual teachers and the subject leader, to ensure that children are being appropriately challenged and stretched.
- Little Wandle Rapid Catch-Up is support programme that mirrors the main phonics programme but has a faster pace. It has been created to help children catch up quickly. In order for children to make rapid progress, Rapid Catch-up phonics lessons must be timetabled three times a week. The lessons on days 1 and 2 will take 20 minutes each. For day 3, you will need to timetable a 10-minute phonics lesson and a 10- to 15-minute Reading practice session. (We recommend two short lessons/sessions but these could be combined if appropriate.) Lessons 4 and 5 will be short Reading practice sessions of 10 to 15 minutes each.
- In writing lessons, we follow a text-based approach and our learning journeys follow a teaching sequence of 3 weeks to incorporate, reading, spoken language and writing objectives. We follow the 3 stages of 'Stimulate and Generate', Capture, Sift and Sort' and 'Create, Refine and Evaluate'. In the last stage before the final piece of writing, we explore a WAGOLL together to unpick the features used. Here, the children will complete a James Durran Success Criteria grid, where we identify the audience, purpose and form the final piece of writing will take, what effect we want to have on the reader, the ingredients that will be used and vocabulary and phrases that could be used, taken from the WAGOLL.
- Children learn to write for a purpose. They write for real audiences in our community and in the world, as well as themselves in role or for other classes. Work is celebrated around the school on displays and in assemblies with the whole school.
- Writing for pleasure has an important place in the writing curriculum. In Foxes (Year 5/6) for example, children have a 'Writing for Pleasure' display, where children have the opportunity to write independently and creatively each week.

Organisation and Sequence of learning



Itchen Abbas Primary School Year R/1 Squirrels Class English Long-Term Overview Cycle B



Persuade Inform Entertain Discuss

Spring 1		Spring 2	
Learning Journey 1	Learning Journey 2	Learning Journey 1	Learning Journey 2
Text: Dinosaurs from head to tail by Stacy Goodrick Purpose: Inform Outcome: Fact file	Text: Dinosaur Drip by Julia Donaldson, Dinosaur stomp by Peter Curtis and Jeanne Willis Purpose: To entertain Outcome: A poem about a creature	Text: Oliver's vegetables by Alison Bartlett and Vivienne French Purpose: To Entertain/Inform Outcome: A recount or summary of Oliver's week at Grandma's.	Text: The storm whale by Benji Davis Purpose: To inform Outcome: A letter about the discovery of a lost animal.
The girl and the dinosaur by Hollie Hughes, Worrysaurs Rachel Bright	Dinosaur Roar by Peter Curtis and Jeanne Willis	The hungry caterpillar by Eric Carle Chickens to the rescue by John Himmelman	Snail and the whale- Julia Donaldson Comotion in the ocean- Tiddler
The Voices in the park by Anthony Brown. (Narratively complex/ Non-linear time sequences)	Asopos/ Hans Christian Anderson (Archaic)	The sticky Chessman and other fairly stupid tales by John Scieszka. (Non-linear time sequences)	Grandpa by John Burningham (Non-Linear time sequences) GRANPA

Each class has a Cycle A and a Cycle B curriculum.

Texts in Guided Reading link and complement the main English driver.



Itchen Abbas Primary School Hedgehogs Class English Long-Term Overview Cycle A



Persuade Inform Entertain Discuss

Summer 1 Lives of Significant People		Summer 2 Changing Rivers	
Learning Journey 1	Learning Journey 2	Learning Journey 1	Learning Journey 2
Text: Fantastic Great Women Who Changed the World Purpose: To Inform Outcome: Create your own fact file on a famous woman	Text: Man in the Moon Purpose: To Inform Outcome: A tourist guide for visiting the moon.	Text: Clem and Crab Purpose: Persuade Outcome: A letter to the local council	Text: Tidy Purpose: Entertain Outcome: A Poem about rivers
Rosa Parkes	Living on the Moon	https://www.youtube.com/watch?v=PhLUSl5YQ	DINOSAURS WHAT WASTE
Non-linear time sequences	Narratively complex	Complexity of plot	Resistant text

Texts are chosen to develop cultural capital. In his book 'Reading Reconsidered', Doug Lemov points out that there are five types of texts that children should have access to in order to successfully navigate reading with confidence. These are complex and demand more from the reader than other types of books.

The five text types are:

- Archaic Language**
The vocabulary, usage, syntax and context for cultural reference of texts over 50 or 100 years old are vastly different and typically more complex than texts written today. Children need to be exposed to and develop proficiency with antiquated forms of expression to be able to hope to read more complex texts.
- Non-Linear Time Sequences**
Stories where time flows back and forth in a complex manner not just flows in one direction.
- Narratively Complex**
Some books have more than one narrator telling the story or non-human narrators such as the horse who tells the story in Black Beauty.
- Complexity of story**
Where the plot and symbols used are more complicated for example interwoven plots.
- Resistant Texts**
This refers to texts which are difficult to understand, texts that deliberately resist comprehension. You have to assemble meaning around nuances, hints, uncertainties and clues.



Itchen Abbas Primary School Otters Class English Long-Term Overview Cycle A



Persuade Inform Entertain Discuss

Autumn 1 The Roman Empire and its impact on Britain		Autumn 2 UK - Locational knowledge	
Learning Journey 1	Learning Journey 2	Learning Journey 1	Learning Journey 2
Text: Escape from Pompeii Purpose: Entertain Outcome: Write own story	Text: The Bathtub Project by the Fan brothers Purpose: Inform Outcome: Design own failed pet and write about how to look after it.	Text: The Promise by Nicola Davis Purpose: Inform/Entertain Outcome: Write own narrative about the impact of pollution	Text: Majestic Plastic Bag Clip Purpose: Inform Outcome: Create a mockumentary about plastic pollution
The Romans (Non-Fiction)	The Imaginary	Malorie Blackman - Hacker (Author Study)	Malorie Blackman - Contact (Author Study)
Complexity of Narrator	Resistance text	Complexity of the Narrator	
A series of Unfortunate Events	The mysteries of Harris Burdick	The Legend of Popkiss One-Ear	A Christmas Carol



Itchen Abbas Primary School Year 5 & 6 Foxes Class English Long-Term Overview Cycle B



Persuade Inform Entertain Discuss

Autumn 1		Autumn 2	
Learning Journey 1	Learning Journey 2	Learning Journey 1	Learning Journey 2
Text: The forgotten coat Purpose: Inform Outcome: A 'Good Guide' to our school	Text: The Watchtowers by Gary Crew Purpose: Entertain Outcome: Mystery Narrative	Text: The Lost Words by Robert Macfarlane (illustrated by Jackie Morris) Purpose: Entertain Outcome: Own Poetry	Text: Greek Mythology - Theseus & the Minotaur & Pandora's Box Purpose: Entertain Outcome: Write own Greek Myth
Can You See Me?	The Viewer by Gary Crew	The Wonder Garden	Shadow of the Minotaur by Alan Gibbons
Non-Linear Time Sequences	Narratively Complex	Resistant Text	Complexity of Plot/Symbol
		The Tyger Poem	

Where the plot and symbols used are more complicated for example interwoven plots.

This refers to texts which are difficult to understand, texts that deliberately resist comprehension. You have to assemble meaning around nuances, hints, uncertainties and clues.

Teaching safeguarding through English

At Itchen Abbas, through our curriculum we support children to...

- reflect on human activity through social stories and stories with morals
- write about real life scenarios in an appropriate way
- be able to voice an opinion in a coherent and confidential way
- express opinions and views with respect whilst appreciating that others may have different ideas and perceptions
- engage in formal debate, listen to others and respond critically with care and sensitivity
- use characters to relate to real life and people/personality traits and help to step into someone else's shoes

Enrichment

- World Book Day and other important dates (such as Black History Month) are highlights in the school year, where children get to explore and celebrate texts from a variety of different authors, taking part in a variety of activities across the school.
- We have access to the Hampshire Library Service to support and enhance teaching.
- Children visit the school library every week and we are looking at a new library system, which will allow us to track the types of books that the children are taking out, allowing us to target different text types/genres for the children.

Support for Staff and Subject Knowledge Development

- In our small school, it is not always possible to have an expert in each subject within the staff. Therefore, we use the National College as well as Hampshire to support subject leaders to develop their own expertise. We also have good ties with our feeder secondary school, Henry Beaufort, and local primaries and have developed networks to support our curriculum development.
- The subject leader has written the overview, supported by planning available from Hampshire English Inspector/Advisory Service (HIAS)
- Regular CPD is provided in staff meetings to support the teaching of all aspects of English, including, Phonics, Guided Reading and Writing.
- Planning is completed by class teachers with the support of the subject leader.

How this Subject Works Alongside Others

- Where possible cross curricular links are made with other subjects. Where clear links with other subjects are made (for example art, DT, Geography), these are mapped out on our curriculum map. Our curriculum map is designed by subject leaders and the Curriculum Lead has overall responsibility for ensuring accuracy. However, history lessons should not become English lessons but keep the focus on the historical content and understanding.
- We aim to develop children's understanding of different cultures and diversity by including a variety of text types within our English curriculum. These are mapped out by the subject leader and included in all year groups across the school.

Early Years

In Early Years, English is taught through a topic-based approach which is developed each year through the children's interests. Teachers plan short topics based on the needs and interests of the children. Children can achieve these through continuous provision with enhancements adjusted to the children's needs, through child-led or adult-led activities. The Early Years Leader has developed progression maps which identify which skills will be taught at which stage to support children's historical development so they are ready for year 1 learning. We anticipate seeing history in the Early Years through the following areas and specific goals:

Communication and Language	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.
Literacy	<p>Comprehension</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.
Physical Development	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing.

Impact of our Curriculum

Assessment and Progression

- Progression documents inform teachers of the level at which each class or year group need to be working to achieve age expectations.
- At the end of each unit is a final outcome where children are able to demonstrate what they have learnt.
- Teachers assess children through observation and the final outcome and record this on English assessment document, alongside Responsive Teaching Record sheets which are then used to inform future planning.
- KS1 Phonics Screening Test, SATS at Year 2 and Year 6 are benchmarked against National Standards.

Monitoring and Pupil Voice

- Subject leaders evaluate the understanding of knowledge and vocabulary through pupil voice of different groups of children and abilities. This supports the subject leaders evaluation of the subject.
- Subject leaders regularly scrutinise children's work in books to evaluate impact of teaching, advise the teacher on even better if and identify next steps in CPD.
- How teachers have adjusted their lessons and supported children with additional needs so that all children have appropriate stretch and support.