



## **English**

### **What is the intent?**

We aim for our children to be enthused about reading and writing and to develop a life-long love of literature.

We believe the development of language underpins children's achievement across the curriculum and lays the foundations for active involvement in cultural life, society, work and lifelong learning. At Berrow, English and communication and language sit at the heart of the curriculum, engaging children to imagine, think, create and make a crucial contribution to children's development as successful learners. We believe the breadth and depth of literature used across our curriculum helps children to reveal their imagination, see the world through the eyes of others and read and write for pleasure.

We teach our children to become increasingly fluent and accurate in expressing their thoughts and emotions, orally and in writing. Throughout the curriculum, children become more skilled at generating ideas, thinking critically and creatively.

We follow the National Curriculum for English. Reading at Berrow is intrinsically linked to writing and wider English skills, and is woven into the fabric of our full English curriculum. Our texts have been carefully selected to offer children an exposure to a broad and rich world of literature, drawing on cultures from around the world and supporting deep discussions that enable our children to grow into global citizens, whilst also becoming successful readers, writers and speakers.

### **Implementation**

#### **Reading**

We want to ensure that every child leaves primary school with a deep love of books, enjoyment for reading and a thirst for knowledge. We know that developing children as life-long readers is a fundamental entitlement for every child as reading opens the door to opportunities. Reading is a journey that starts with children learning to read and develops into children being able to read in order to learn. We are committed to ensuring our children get off to the best start in education through reading.

We understand that in order to love reading, children need the skills to access texts with automaticity and fluency. At Berrow, we follow the Ruth Miskin – Read Write Inc Phonics Programme, which is a systematic, synthetic and rigorous approach to teaching decoding and word recognition skills from the moment a child starts their reading journey with us in early years.

In order to be competent readers who can confidently access and enjoy texts, children must be explicitly taught strategies to help them to fully understand what they are reading. We teach comprehension through a carefully curated progression of skills so that children can access texts for

both pleasure and information. Comprehension sessions have a specific focus on a particular content domain taken from the National Curriculum reading framework.

### **Phonics**

We follow the Read Write Inc Synthetic Phonics Programme. For more information, visit our Early English and Phonics curriculum page.

For more information - visit our Reading at Berrow progression document.

### **Writing**

At Berrow, we believe every child is an author and understand that developing a love for writing, and a life-long engagement with books and wider literature, is essential for each child to achieve across all aspects of the curriculum. We believe writing expresses thoughts and breaths creativity, allowing our children to make their mark and for their voices to be heard.

We promote a positive ethos, where children are able to develop their love of literacy and literature through being given many opportunities to write across the curriculum and apply taught skills in a nurturing and safe environment.

In order to develop as writers, children need:

- inspirational teachers who are writers
- experience of a wide range of texts
- opportunities to talk about what they write before, during and after writing
- experience of writing for a range of purposes

High-quality texts form the spine of our writing curriculum, allowing learners to access models of excellence whilst developing their own style of writing. We aim to model and immerse children in different styles of writing, including a wide range of vocabulary, rhythmic patterns and figurative language.

Through literature, children from our demographic are taught about cultures from around the world; broadening their horizons from their locality, and our wider coverage is selected with this diversity in gender and culture deeply rooted at its heart.

We know that children who read, and are read to by others, achieve significantly improved outcomes and that is why reading at Berrow is intrinsically linked to writing and wider English skills. Reading and writing are intertwined and are woven into the fabric of our English curriculum.

Our trust primary leaders of English work closely together to ensure consistency in the teaching and learning of English across all schools. English is promoted and celebrated widely within and across our trust primaries; staff and children alike are positive and passionate about English to ensure our children achieve the best possible outcomes.

For more information - visit our Writing at Berrow progression document.

## **The impact of excellent teaching will mean every child will:**

- develop a lifelong love for reading with confidence, curiosity, awe and wonder
- be able to read accurately, fluently and with good understanding and prosody
- develop the habit of reading widely and often, for both pleasure and information
- have the ability to decode and work out unfamiliar words in any new texts they encounter even when they have come to the end of the RWI Scheme of learning
- understand the importance of reading and door of opportunities it opens throughout the curriculum and within the wider world
- 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.