

**Benjamin Adlard English Curriculum Statement**  
**“Every Child, Every Day, Making a Difference”**

**“Write to be understood, speak to be heard and read to grow.”**

**Lawrence Clark Powell**

**“Let us pick up our books and pens, they are the most powerful weapons.” – Malala Yousefza**

**Intent**

At Benjamin Adlard Primary School, our intent for English is to foster a life-long love of communication, language and literature, providing all our pupils, regardless of their background, needs or abilities, with the building blocks for academic success, fulfilling careers and rewarding lives, surpassing statutory expectations.

Interwoven into our English curriculum is our school’s Key Drivers, shaped by and for our communities:

- **Language and Vocabulary:** *evidence suggests that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language. We are determined that our language rich curriculum will close the vocabulary word gap.*
- **Mental Health and Well-Being:** *we believe that through delivering our English Curriculum, our children will develop strong self-esteem, as they will see themselves as communicators, readers and writers. They will be able to articulate and express their feelings and emotions.*
- **Social Mobility:** *raising our children’s educational achievement is a priority of our school, we believe our English Curriculum will ensure that all our children succeed despite any barriers they may face.*

Furthermore, our English curriculum brings our school values of **Aspiration, Independence and Resilience** alive. It will ensure that each day our children will have access to a rich, inspiring and rewarding English curriculum, that will be fundamental in helping them to be successful, enthusiastic, ambitious confident and responsible learners and future citizens

We are determined that all our children will leave Benjamin Adlard as fluent readers, but more importantly, they will have developed a love of reading that will remain with them throughout their adult lives. Children at our school will have knowledge of a wide range of authors and genres, which will allow them to choose and read books that will develop their vocabulary, empathy, and general knowledge. This will positively influence their chances in later life, as they will have a better understanding of other cultures, ideas, and an even greater insight into human nature.

We fully recognise the importance of developing pupils’ speaking and listening skills and language capability, as they are critical foundations for reading and writing. When our children leave Benjamin Adlard, they will be equipped with good oracy skills that will prepare them for life. Our students will be effective communicators, therefore they will be less likely to struggle with mental health issues, as they will have the tools, they require to express themselves. Our children will be competent and expressive communicators, who will have the skills to articulate ideas before writing and orally rehearse their ideas in comprehension activities.

We strive for our all our children to have tools to be confident in their written communication, which will support them in later life. Every child will develop a secure understanding of appropriate grammatical features, the purpose of punctuation and the application of spelling rules and can apply these to a wide variety of genres. Our children will write in an accurate and efficient handwriting style. At Benjamin Adlard, the teaching of writing has been carefully considered to enable our pupils to become confident and creative writers.

We ensure that lessons are delivered by practitioners who are continually learning and build a team of expert reading and writing teachers, who understand all the specific pedagogies and teach them confidently.

### Implementation

As all children enter the school, they will immediately be immersed in language rich environments and receive effective vocabulary instruction. This includes teachers providing direct instruction on vocabulary words for a specific text, ensuring repetition and multiple exposures to vocabulary items, teaching vocabulary that pupils will find useful in many contexts and by ensuring active engagement that goes beyond definitional knowledge. Teachers use the Tier 1, 2 and 3 classification system to help them target specific words for direct instruction and to help pupils identify the function of word use, in context, and how meaning can vary according to purpose.

Throughout the school, high quality adult-child interactions are a priority, these are planned and delivered through guided interaction and sustained shared thinking. Teachers use a wide range of explicit and implicit approaches to the teaching of vocabulary, high quality modelling and extend children's language and thinking during interactions and activities such as shared reading. Opportunities for vocabulary rehearsal and retrieval practice are planned into guided reading and other curriculum areas. Language comprehension is supported through activities including those focused on vocabulary development, language structures and the development of background knowledge, inference and deduction. Storytelling and shared or dialogic reading activities are part of the daily curriculum for all children. Teacher's plan for and model focused comprehension strategies

The reading journey begins immediately when our children begin Nursery, with vocabulary and background knowledge being a priority. Little Wandle: Letters and Sounds Revised (a systematic synthetic phonics scheme) is used to deliver daily phonics lessons in Reception and Year 1. Teachers and Teaching Assistants follow the SSP curriculum with fidelity, whilst ensuring adaptations are made to meet the needs of individual children. Alongside the discrete teaching of phonics, children in Reception and Year 1 have daily reading practice sessions every week where they read a book that is matched to their current phonic knowledge. During this session the children are taught how to apply their decoding skill, how to read with prosody and develop their comprehension. This book is then taken home for additional practice. Children also take a reading for pleasure book home every week to share with their parents/carers, widen their reading experience and develop their love of reading. Child in EYFS/Year 1 are exposure to high quality texts, full of rich vocabulary throughout the day.

Phonics teaching will only continue into Year 2 where children have not passed the Phonics Screening Check. Once all children can fluently decode, the role of the school is then to instill a lifelong love of reading, with no limitations on the child's choice of books.

Our reading curriculum is book based; we use novels, poetry and high-quality non-fiction books to teach reading comprehension and create critical readers.

From Year 2 onwards, the focus shifts towards reading with fluency, expression, and pace, as well as a continued focus on comprehension skills and vocabulary. Reading is taught daily through whole class Guided Reading sessions, using a range of high-quality texts from different genres. Every reading learning sequence contains the following components: background knowledge, vocabulary, reading stamina, fluency, discussion and reasoning, a variety of ways to capture the learning, enjoyment, purpose and fulfilment and assessment.

Any children who are at risk of falling behind and require additional support with fluency or decoding receive this daily. Children requiring intervention are regularly assessed to ensure gaps are closed.

Reading for enjoyment is at the heart of everything we do at Benjamin Adlard. Throughout EYFS, KS1 and KS2,

there are various opportunities provided to encourage our children to develop a lifelong love of reading. These include teachers reading aloud to their class daily, weekly book talk sessions, KS2 Reading Warriors, author visits and workshops and access to a range of high-quality reading for pleasure books, which children can take home.

Writing in the Early Years and Year 1 is focused on developing oral composition and ensuring children have fluent transcription skills. Children are not expected to produce extended pieces of writing without having secured the requisite transcription or knowledge of what to write about.

The school's writing curriculum is book based, using a wide range of high quality and significant children's literature to engage, challenge and support our children to be confident and informed writers.

*(see English Curriculum overviews)*

The school commits to professionally developing all teachers in terms of subject content informed by evidence delivered through regular CPD and coaching.

## Impact

We ensure that by the end of KS2 all our children will have made good or better progress from their starting points in EYFS, in all areas of our English Curriculum. When our children leave Year 6 we expect them to be fluent, avid readers, children who choose to read and most importantly have developed a love of reading. Children will read widely with a thirst for reading a range of different genres and text types, including poetry. Children will be able to express their opinion on a range of different text types and use reading to confidently access all areas of the curriculum. By ensuring our children are confident readers they will have improved vocabulary, comprehension, critical skills, attainment, relationships, empathy and writing styles.

By the end of Year 6 they will be able to write clearly and accurately and adapt their language and style to a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education. Our pupils become life-long independent and motivated writers, and can turn their thoughts, knowledge, opinions, artistry into powerful writing.