



On the Road to Emmaus Luke 24:13-35

Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit our school to always being supportive, nurturing and challenging.

Intent

Our distinctive Christian vision continues to underpin our aspiration to provide the highest educational standards possible in order to realise the potential of everyone in our school.

The school has a clear Christian vision, which is rooted in our statement: Two travellers are transformed and enriched by sharing their journey with a guide. We view our work to be similar in making a difference to future lives. We travel together on our journey of transformation and commit to our school to always being supportive, enriching and challenging.

The aim of our English curriculum is to prepare the children for the future, both in education and in life. Our curriculum has deep and broad coverage and content and is brought to life through rich and vibrant cultural experiences - the cultural capital.

The ambitions for our curriculum:

- **High aspirations permeate across the school.**
- **The school offers a host of cultural experiences and enrichment opportunities.**
- **Our pupils develop a love of life-long reading.**
- **British Values are an intrinsic part of the school.**

At Swineshead St. Mary's, we are dedicated to encouraging all children to be passionate about reading and writing. We are determined that all children will become highly competent readers and writers by the end of their primary education. It is our intention to immerse pupils in the wonders of quality texts to instill a love for reading, a passion for discovery and the confidence to explore their imagination.

During their time at Swineshead St. Mary's, all children will be exposed to a high-quality education in English that will prepare them for later life. We teach our children to speak and write fluently so that they can communicate ideas and emotions and through their reading and listening, others can communicate with them.

Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading is key as it enables pupils to acquire knowledge and to build upon what they already know. All skills of language are essential to participating fully as a member of society. This context enables pupils to understand the value of English to them now, and in their futures.



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Our English teaching uses an **enquiry process** to allow pupils to learn for themselves. Within our English curriculum, we have identified the key knowledge that we will implement to allow our pupils to become successful communicators.

Substantive Knowledge in English

1. A knowledge of phonics.

In EYFS and Year 1, phonics is taught daily, following the Little Wandle Letters and Sounds Revised programme. We ensure phonics is taught from the start with lessons beginning in Reception from their second week in school. Staff are well-trained and highly competent in the teaching of phonics.

2. A knowledge of common exception words

From when they begin phonics in Reception, our children are taught to read and spell the 'tricky words' as set out in the Little Wandle Letters and Sounds Revised progression. In addition, from Year 1 onwards, the children are taught to read and spell the common exception words appropriate to their year group.

3. A knowledge of comprehension

In Reception and Year 1, children receive three reading practice sessions per week to develop their decoding, prosody and comprehension skills. From Year 2, children who have graduated from Little Wandle phonics begin having Little Wandle Fluency reading lessons 3x per week, with a focus on fluency, comprehension and prosody. From Year 3 upwards, children are introduced to whole class guided reading sessions following the James Durran approach daily.

4. A knowledge of spelling rules.

Once the children have a secure knowledge in phonics and have reached Year 2, spelling is taught using the Little Wandle Spelling programme. These lessons are carried out daily. In KS2, spelling is taught weekly through the Twinkl spelling programme. Spelling strategies are the focus of weekly spelling tests and activities.

5. A knowledge of grammar and punctuation.

GPS (Grammar, Punctuation and Spelling) is taught 3x per week across the school and incorporated into daily English lessons. These sessions teach the children key concepts and vocabulary which are then applied in reading and writing sessions.

6. A wide vocabulary knowledge

Vocabulary is developed across the school through the sharing of high-quality texts and reading to children and within our teaching there is lively discussion of vocabulary and meaning. Vocabulary is a



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key focus within reading practice sessions in early reading and whole class guided reading from Year 2+ with every session beginning with a discussion of key vocabulary found in the text.

7. A knowledge of looped handwriting

Handwriting is taught twice a week in EYFS and Key Stage One and weekly in Key Stage Two. From Year 1, children begin to write using our looped style. Beautiful handwriting is modelled and expected in all areas of the curriculum.

Implementation

The English curriculum at Swineshead St. Mary's is broken down into knowledge building blocks which are built upon over time. As the children progress through the school, they gather more knowledge to help them reach their end point. Our aim is to ensure all our pupils become successful readers, writers, spellers and speakers, who can apply this knowledge to the wider curriculum. We have identified the disciplinary knowledge that we will implement to enable our pupils to become excellent communicators:

- Reading
- Writing
- Grammar, Punctuation and Spelling
- Investigation
- Expression
- Interpretation
- Reflection
- Empathy.
- Analysis
- Synthesis
- Evaluation

The disciplinary knowledge to be a successful English scholar:

READING - in English this means:

- being able to decode and read easily, fluently and with good understanding. Reading is taught daily through phonics, reading practice sessions three times a week, whole class guided reading, a range of texts linked to other areas of the curriculum and high-quality texts in text-based writing sessions.

WRITING - in English this includes:

- being able to apply their phonics/spelling knowledge to write a range of words.
- being able to apply their grammatical and punctuation knowledge to write effectively.
- being able to apply their understanding of the structure, audience and features of a text to write effectively.



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- being able to apply their understanding of editing and improving to ensure that they produce high-quality writing,
- being able to apply their knowledge of looped writing to ensure that work is neatly presented.

Grammar, Punctuation and Spelling - in English this includes:

- being able to write legibly and fluently and with increasing speed.
- being able to spell words which are homophones.
- use apostrophes correctly for contraction and possession.
- use the first 3 or 4 letters of a word to check the spelling or meaning in a dictionary.
- use a thesaurus for impact.
- understand some morphology (common letter pattern) and etymology (common meaning/ word root) to help with spelling.
- use National Curriculum common exception words.
- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- indicate grammatical and other features by understanding and using a range of punctuation.

INVESTIGATION - in English this includes:

- reading high quality texts and asking questions about the text including about the structure, features and language.
- comparing texts on a similar theme or genre

EXPRESSION - in English this includes:

- the ability to recall, select and organise information.
- the ability to use key vocabulary to describe and explain different aspects of grammar, punctuation, spelling or genre.
- the ability to communicate their likes/dislikes in response to a high-quality text that they have read.

INTERPRETATION - in English this includes:

- the ability to draw meaning from what they have read in English lessons and during guided reading and reading practice sessions.
- the ability to suggest meanings and draw conclusions from what they have read including inferring or deducing information such as feelings of a character.

REFLECTION - in English this includes:

- the ability to critically analyse an experience and use it to interpret a text or use it in writing to record how it has impacted on you.
- the ability to explore and explain an event through personal experience and use it to shape an outcome.
- the ability to critically evaluate a book or a piece of writing.



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EMPATHY - in English this includes:

- to connect with an audience and who you are writing for.
- The ability to understand the thoughts and feelings of a reader to forge a connection.

ANALYSIS - in English this includes:

- reading and discussing high quality texts and asking and answering questions that involve retrieval questions - what have I learnt? What do I know after reading this text?
- reading and discussing high quality texts including summarising events.

SYNTHESIS - in English this includes:

- being able to combine multiple sources and ideas together
- to be able to interpret different texts and create an analysis of literature from multiple sources.
- to be able to use prior knowledge to interpret text or create new pieces of written work.

EVALUATION - in English this includes:

- being able to discuss and evaluate their learning ideas.
- being able to elaborate and explain clearly their understanding.
- making formal presentations, participation in debate/discussion.
- being able to listen to others' points of view.

Processes for Effective Learning in English

1. Reading High Quality Texts

This includes the sharing of a high-quality text as the basis for all our writing. These texts are topics linked where appropriate. Reading of the text includes the key reading skills of retrieval, inference, deduction, summarizing and prediction. Reading the text includes the skill of investigation. We use the text to explore features, structure, audience and purpose of a genre.

2. Planning

This involves understanding the features and key information needed to write a text. The children are taught different methods of planning a text type.

3. Grammar Punctuation and Spelling

Whilst Grammar, Punctuation and Spelling skills can be taught separately, we spend time exploring the specific features of genre types, aiming to ensure grammar and punctuation are taught at appropriate times, so that children see a good model of text and can use their newly acquired skills within their own writing. Knowing and securing the necessary Grammar, Punctuation and Spelling skills and rules will be of great value to develop the quality of the children's independent writing.

4. Writing a text

This involves applying their knowledge of the text type and using their planning to create a text.

5. Editing and improving.

This involves the children being taught how to edit their writing and also how to improve it by making changes e.g., to word choice or sentence structure.



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The Daily Implementation of English at Swineshead St. Mary's

- From Year 1 to Year 6, all pupils take part in text-based writing: a well-planned text-led learning journey. Children are exposed to high-quality, challenging texts that inspire writing and further reading.
- Children in Reception begin writing following Drawing Club.
- Children in Year 1 spend the Autumn term focusing on transcription before moving on to the genre writing cycle.
- Consistent teaching sequence: we adopt a 2-3-week genre writing cycle including investigation of the features of a text, planning, writing and editing.
- Teachers read to their class daily and are confident to read stories aloud energetically and enthusiastically, bringing the story to life.
- Books are further explored through the wider curriculum in subjects such as RE, history and PSHE.
- Working walls in every classroom are focused on text-based writing. They include features of a text, planning, WAGOLLS and examples of editing. Each working wall will also have key vocabulary and SPAG displayed.
- Reading display: In each classroom we have a reading display linked to the current class text. This will include information about the text, key questions for the children to answer, a copy of the book and examples of children's responses to what they have read.
- Phonics display: In each EYFS and Year 1 classroom there will be a phonics display. This will include: the Little Wandle wall frieze at a child-friendly height to enable the children to refer to it throughout the day; a grapheme chart for Phase 2 and 3 in Reception and a 'Grow the Code' grapheme chart Phase 2, 3 and 5 in Year 1; grapheme word mats on tables as a prompt in all lessons and in phonics packs for use during the phonics lessons; key GPCs already taught, tricky words and a working wall which is continually updated with new GPCs learnt and tricky words taught.
- Genre/Text specific vocabulary: Identified through the working walls and highlighted to the children at the beginning of and during lessons.
- EYFS: Reception children are given a secure grounding in the Prime Areas of learning, ensuring they have a good foundation on which to build through the specific areas, including Literacy. Areas of provision are enhanced to ensure vocabulary understanding and extension and develop understanding of the world around them.
- Children working in the first 20% are read with daily.
- In EYFS and Year 1, children working in Phases 2-5 are taught phonics daily. In addition, they receive 3 reading practice sessions per week as a group, focusing on a key area in each session: decoding, prosody and comprehension using the same fully decodable phonics book all week. After the third read, the children take home the same book, and it is also available on our e-book platform should they wish to read it at home online.
- In addition to this, to encourage our children to read for pleasure, every child in EYFS and Year 1 can choose their own 'sharing book' to take home twice a week.



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- In Year 2, the children continue to receive daily phonics lessons until they are ready to graduate from the scheme. Children who are reading fluently join our Little Wandle Fluency scheme and take part in guided reading sessions 3x per week, however; children who still need to practice reading with decodable books remain in reading practice session groups alongside EYFS and Year 1 children. If these children still need this provision after Christmas, they join our Rapid Catch-Up programme and continue to receive phonics sessions and read with decodable books but at a faster pace.
- In Key Stage Two, children follow the Accelerated Reader scheme and choose books within their reading range from our well-stocked library of high-quality fiction and non-fiction books. Our library is audited regularly for diversity, range and quality and new books are introduced frequently. Our children love the challenging element of this reading scheme and enjoy discovering new books.
- Whole class guided reading takes place for KS2 daily following the James Durran approach. This approach is designed to support children to develop their fluency and comprehension skills. Fiction books, non-fiction books and other types of media, such as visual literacy, are chosen carefully by teachers and used during these sessions. The daily reading sessions follow a specific format which is structured to ensure the children are taught the full range of content domains required to develop a critical reader.
- Children in KS2 who still need to practise reading with decodable books and develop fluency follow our Rapid Catch-Up programme three times a week. This replaces whole class with guided reading and instead the children continue to receive phonics and reading support but at a faster pace to help them catch up quickly.
- Parents are given reading guidance and clear expectations about reading at home. We communicate this through workshops and by providing resources to support and encourage reading at home.
- When sharing books and within our teaching there is lively discussion of vocabulary and meaning. As our children master decoding, there is increased teaching of vocabulary and comprehension.
- Spelling, Punctuation and Grammar are taught daily and incorporated into daily English lessons. Using resources from Classroom Secrets, children are taught key rules and strategies and are then encouraged to apply these to their independent writing. Teachers follow the long-term plan from Classroom Secrets which sets out a clear pathway for progression throughout all year groups.
- Handwriting is taught twice a week in EYFS and Key Stage One and weekly in Key Stage Two. From Year 1, children begin to write using our looped style. Beautiful handwriting is modelled and expected in all areas of the curriculum.
- Cultural Capital: English is promoted across the school through initiatives such as World Book Day, Nursery Rhyme Week, reading challenges, author visits and family read along events. Excellent progress in English is celebrated with books vouchers and awards.



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- Teachers assess children's work in English using the STA assessment guidelines whilst always considering the age-related expectations for each year group. Summative assessments for each year group take place termly in reading and phonics through the Little Wandle assessment, NTS reading and SPAG assessments, previous SATs papers and the phonics screening check.
- Teacher assessment is used to assess writing, and this is moderated across our schools.
- Every 6 weeks, children take an Accelerated Reader 'star test'. The test provides teachers with a wide variety of information, including each child's reading age and zone of proximal development. After each test, progress is measured, and children are identified as working below, at or above.
- Children identified as working below from our assessments and GAPS analysis are given additional support through daily reading or reading three times a week.
- Phonics is taught using a whole-class method and formative assessment is used daily to identify and target children needing same-day intervention. Individual one-to-one intervention and group intervention is given immediately to any child falling behind using our Keep Up intervention programme. Reading practice session groups are organised based on termly assessment, however, they remain fluid throughout the year, and children move within these groups depending on their needs.
- Formative assessment is used in every lesson through verbal or written feedback in relation to the specific learning objective and on-the-spot marking.

Impact

English develops pupils'...

- ability to write for purpose through text-based writing with varied and exciting writing opportunities.
- reading for pleasure by allowing pupils to be guided by their interests in books, giving them choices, offering a range of high-quality texts and providing enriching reading experiences.
- knowledge in other curriculum areas through texts in other subjects.
- vocabulary through the sharing of books and reading to children.
- ability to reflect on and evaluate their work.
- interest in the wider world around them.
- understanding of British values of respect and tolerance of others and a sense of cultural capital.

English encourages pupils to...

- see themselves as authors and poets.
- become life-long readers by reading regularly for pleasure.
- challenge themselves to become better readers and develop further skills.
- consider their own thoughts and opinions on texts they have read and develop their ability to discuss these with others.



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- be an enthusiastic reader and writer who enjoys showcasing their developing literacy knowledge and skills.

English enhances pupils’...

- love of reading by teachers recognising the importance of reading to and with the children regularly.
- sense of identify through learning about how they can impact on the wider world.

English offers...

- opportunities for children’s writing to be read aloud and listened to by an audience.
- opportunities to learn not only about the world but also how it works, how it fits together and how to make a difference and become positive contributors to it.
- the skills to communicate their knowledge, understanding and emotions to others through the written and spoken word.

Small Village, Big Horizons	
Examples of Curriculum Intent	
High aspirations	<ul style="list-style-type: none"> • High standards of expectations across all areas of English learning. • High quality, challenging texts are chosen as a basis for all writing, including classical and modern. • Questioning throughout the lesson that extends knowledge and provokes thought. • Encourage children to embrace challenges, question themselves and enjoy working hard
Cultural experiences and Enrichment	<ul style="list-style-type: none"> • Author visits • Sponsored reads • Book Fairs • Author workshops and master classes online • Themed days/weeks: World Book Day/Nursery Rhyme Week. • Panto/visiting plays. • Use of visual literacy • Family read-along events
Life-long love of reading	<ul style="list-style-type: none"> • A range of non-fiction and fiction texts to be used across all areas of the curriculum. • High quality texts are the basis of our writing. • Staff read to the children daily, bringing books to life. • Reading practice sessions for Reception, Year 1 and Year 2 three times a week focusing on decoding, prosody and comprehension.



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	<ul style="list-style-type: none"> • Whole class guided reading is used in KS2 following the James Durran approach. It is taught daily using carefully chosen texts that develop the children’s fluency, comprehension and vocabulary. • Reception, Year 1 and Year 2 children who are not on Accelerated Reader take home a ‘sharing’ book which is chosen by the child. • Accelerated Reader - promotes challenge and interest in reading. • Teachers are guided by children’s interests and choices of texts. • Children in Y2 who have graduated from Little Wandle phonics will move on to the Little Wandle Fluency programme where they will have reading sessions 3x per week, with a focus on fluency, comprehension and prosody. • Children in KS2 who are still developing fluency in reading follow our Rapid Catch-Up programme and read in smaller groups twice a week.
<p>British Values</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Tolerance & Respect 	<ul style="list-style-type: none"> • Range of texts from different cultures and beliefs through text-based writing, within our library and in free-choice reading areas • Resources provided for all abilities • Children given choices in what they choose to read. • KS2 Reading Ambassadors • Staff and pupil voice • Team and group work • Not afraid to make mistakes in class culture



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