



Glebe Primary School
Leadership Excellence Ambition Resilience Norms

Statement of intent

Through our English curriculum we aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.

We have a rigorous and well organised English curriculum that provides purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to: 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; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; through discussion become confident and competent in elaborating and explaining their understanding and ideas; are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons and throughout the wider curriculum. We will provide the means for children to develop a secure knowledge-base in literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

NORMS (Culture)

HIGH QUALITY OUTCOMES FOR ALL (from Day 1)/ - SUBJECTS ARE A CULTURE

Writing is an integral part of learning across the curriculum providing pupils with the means to demonstrate their knowledge and express their thoughts and opinions. Engagement with rich and diverse literature- stories, poems, rhymes and non-fiction- and a challenging curriculum forms the foundation of children's language acquisition and application. Good practice in writing is shared and celebrated across the school through presentations and display.

EXCELLENCE

In Writing

- Pupils are confident, competent writers who communicate their knowledge, thoughts and feelings across a range of genres and for a range of purposes.
- A daily, rigorous and consistent programme of phonics ensures pupils quickly apply graphemes to phonemes and spell words which are not easily decoded and transfer this knowledge to their independent writing.
- A progressive writing curriculum ensures pupils acquire knowledge and skills in transcription, composition, grammar and punctuation through small steps.
- Pupils present their work to a high standard, producing neat, joined handwriting and organising their text effectively for the purpose.
- Pupils have a knowledge of how language works - its origins, patterns and structures- and apply this to their own writing.
- Through a curriculum that centres on the development of oracy, pupils become effective and expressive users of a rich, varied and powerful vocabulary.

AMBITION

- Pupils, regardless of their individual circumstances, characteristics or disadvantage become effective communicators through the written word.
- The breadth and depth of curriculum prepares all pupils for next steps in their learning journey and future life.
- All pupils take pride in their written work and presentation across the curriculum confidently sharing and presenting their work to others.
- Pupils apply their increasingly broad vocabulary to great effect in their writing
- Breadth and depth of curriculum prepares all pupils for next steps in their learning journey and prepares them for adult life.

RESILIENCE

- Exciting and engaging opportunities for writing motivates pupils to write at length, communicating their knowledge and ideas.
- Pupils are not afraid to make mistakes in their writing and are both comfortable and confident in improving their own work based on feedback.
- Pupils will practice, practice and practice again key elements, such as punctuation, to over learn and develop automaticity

LEADERSHIP

Pupils work collaboratively with others in their class or across the school through drama, debate and discussion and real-life projects which inspires, motivates and informs writing across the curriculum. Pupils work confidently with others giving effective feedback for improvement and equally responding positively to the feedback from their peers.