



Croft's English Curriculum Vision Statement

A rich curriculum that enables learners to become effective, purposeful writers

Reading for pleasure:

At Croft Academy children love reading because:

- *Reading is always seen as a positive thing*
- *Teachers are familiar with high quality, age appropriate texts*
- *Teachers take an interest in what children are reading and regularly encourage them to read broadly by giving home reading books*
- *Adults spend time sharing their own enjoyment of stories by reading to the class at least 10 minutes a day*
- *Children are encouraged to discuss books, including their opinions and preferences*
- *Children are provided a range of engaging texts which can be read in school, at home, with adults, peers and alone*
- *Book corners are appealing and are used to encourage good reading behaviours every day*
- *Teachers spend time finding out what interests their class and provides opportunities to listen to children need*
- *Each class creates a 'known texts' box, which is passed up through the school during their school career*
- *The school provides a parent's library of books to read with children that can be borrowed and enjoyed.*
- *Teachers and teaching assistants share their reading interests by adding books to a box called 'Our Favourite Books', displayed near the reading corner.*

Reading to Succeed:

At Croft Academy children have a deep understanding of what they have read because:

- *Teachers deliver high quality lessons where reading domains are taught through exciting and engaging activities*
- *They read together every day during Book Club from engaging and diverse range of texts*
- *Book Club activities are engaging and challenging*
- *An adult listens to them read at least once a week and questions their understanding*
- *Teachers assess the children's understanding of what they have read at every opportunity and teach to the gaps during Book Club, English lessons and sometimes during 1:1.*
- *Comprehension skills are taught explicitly during English in 'Read, Rip and Rehearse' stages of learning.*
- *They apply skills learnt in a variety of ways including written comprehensions, Book Club activities and shorting writing pieces etc.*

Phonics

Children learn to decode words and use this skill to understand texts in KS1 because:

- *They are taught synthetic phonics daily through RML*
- *Small group sizes allow children to make consistently good progress*
- *Misconceptions are addressed in the lesson or during interventions*
- *They always apply their phonics knowledge to aid their reading.*

Writing overview

Children's writing outcomes are confident, skilled and purposeful because:

1. *They evoke strong feelings in others through their purposeful writing*
2. *They read like writers to show the effectiveness of their grammar usage to engage their audience*
3. *They write for pleasure because they have a love for and understanding of language*
4. *They are developing strategies to recognise the effect of their writing, becoming their own worst critic*
5. *They have a toolkit of strategies to choose from to achieve their writing outcome.*

Writing Transcription

Children can write fluently and legibly because:

- *Handwriting is taught daily in short 15 minute sessions*
- *The school's handwriting policy is used consistently by children and adults*
- *Teacher's notice when children find handwriting difficult and intervene to give them the skills they need*
- *No rubbers rules remind them to write neatly and legibly at all times.*
- *They write using cursive handwriting when taught.*

Writing Composition

Children are able to write creatively, having the desired impact on the reader because:

- *They read widely with age appropriate texts, generating ideas.*
- *They are taught how texts are crafted, including an author's use of grammar, vocabulary choice and punctuation for effect through Read and RTP stages of their English learning journey.*
- *They are given the opportunity to plan, orally discuss and explore language before writing through short writing activities in their Rehearse stages of their English learning.*
- *They are provided with a rich stimulus to help inspire their writing (including visual hooks, purposeful writing competitions etc)*
- *They are given opportunity to write in response to the broader curriculum through CQC and 'Writing at length'.*
- *They are given time to edit, revise and improve their writing*
- *Opportunities are created for children to publish or perform their work.*
- *They are provided with opportunities to apply writing skills during CQC lessons as well as Extended Write.*

Spelling

Children are able to spell confidently because:

- *They are taught a range of strategies that enable them to learn and remember words*
- *They are encouraged to practise spelling words in specific 'Spelling Journals'*
- *They practise using and applying new spellings by attempting to spell in a 'Have a Go' spelling book and teachers make corrections to spellings, encouraging child-led learning.*
- *Spelling patterns and rules are taught during a spelling lesson which lasts for 30 minutes*
- *Opportunities of 15 minute sessions enable them to practise spelling a word using a taught strategy*
- *They apply what they have learnt in their writing and regularly assess their understanding by editing spelling errors*
- *Spelling rules and patterns are revisited to consolidate spelling structures.*

Talking and listening

Children are able to communicate their ideas through talk effectively because:

- *Teachers model Standard English*
- *They are aware of the expectations of speaking Standard English and displays of 'Standard English Zones' act as a reminder*
- *Children are expected to listen carefully and demonstrate this through the appropriateness of their responses e.g. responding in full sentences.*
- *They recognise the importance of respecting others by listening carefully*
- *Teachers model the correct language structures for different purposes and audiences*
- *Children are given time to rehearse writing through talk*
- *Children explore narrative structures, character and relationships through drama and role play.*

