

King Ina Church of England Academy

English Curriculum Statement

Within our secure Christian environment, our vision is to develop healthy, happy, motivated learners who aspire to achieve their full potential and who look to the future with confidence.

From the moment the children enter their Reception class at King Ina Church of England Academy, they are exposed to a language-rich English curriculum. They learn to read by means of a structured phonic programme and by extending their vocabulary through oral language activities about subjects they are being taught which interest them.

Reading

Throughout Key Stage 1, the children follow Bug Club Phonics; this is linked to the Bug Club Reading Scheme which provides them with their regular reading books so that their phonic learning and the books the children read are compatible.

Each classroom possesses a book corner containing a range of different fiction and non-fiction books for the children to explore, developing their love for reading and further creating a delight in books in general. The school library also provides a wealth of colourful books for the children to borrow and enjoy.

In Key Stage 2, and often before, the children will move onto the Accelerated Reader programme. These books are not part of a scheme but are organised in ability ranges. Children complete a termly Star Reading assessment online, the results of which will determine the ability band from which they are able to choose their books.

On completion of a book, the children complete an online comprehension quiz to assess their understanding of the text they read. Most children in will join the Accelerated Reader programme in Key Stage 2 however some may still require some Bug Club provision as additional support while they make the transition from Key Stage 1. In addition to these two reading schemes, teachers will deliver whole class reading and guided group reading at different times of the term which will often link in with particular authors as well as topic, science or English themes.

Writing

Each year group explores writing genres appropriate to the ages of the children. However, all year groups aim to cover at least one fiction, one non-fiction and one poetry unit of work each term. These genres are set out in year group recommendations to ensure that a wide range of writing styles is covered during each key stage. Teachers also plan for other writing experiences which will best match the topic, science and English themes which are being taught. Writing is assessed half termly using the Somerset Literacy Network assessment guides for each year group and these assessed pieces are completed unaided so that independent development and progress can be fairly monitored.

Spelling and Grammar

Spelling and grammar are taught in line with the National Curriculum objectives for each year group and the progression guides made available through the Somerset Literacy Network. Spellings are allocated weekly for learning and testing, and the teachers provide daily teaching sessions within their teaching timetables. Spelling is assessed termly using the Helen Arkle assessment materials which provide the school with a progressing spelling age for each child as they travel through the school from Reception to Year 6. Handwriting is taught both discretely, using the 'Penpals' resource, and within regular writing sessions with the children writing in pencil in Key Stage 1 and pen in Key Stage 2.