



English Curriculum Statement

Our C.L.E.A.R curriculum drivers are:

- CARE We treat each other and property with respect
We keep ourselves physically and emotionally safe and healthy
- LEARN We know learning helps us grow by doing and knowing more
We learn and challenge ourselves in different ways to reach our goals
- ENGAGE We value and enjoy all learning opportunities and experiences
We are proactive members of our learning communities
- ACHIEVE We set high expectations of ourselves and always give our best
We take pride in all we do and celebrate all our efforts
- REFLECT We embrace our next-steps in learning
We find ways and seek to do things better next time

Our curriculum is implemented through;

An **EPIC** approach to learning;

- Enquiry-led - children are active partners in their learning.
Purposeful - learning is meaningful and there is an end goal.
Innovative - learning is personalised to meet children's needs.
Challenging - the pitch, pace and standards of learning are right for each individual child.

Curriculum Intentions:

At Foxhills we aim for our children to become proficient readers and writers who are able to speak, read and write confidently and fluently, therefore acquiring the crucial knowledge required to participate fully as a member of society; developing culturally, emotionally, intellectually, socially and spiritually. Crucial knowledge refers to the knowledge the school has identified as being the most essential content that all children must acquire to ensure they meet the milestones for the end of Early Years Foundation Stage and Key Stage One in English.

Our Reading concepts are:

- Word Reading
- Reading for Pleasure
- Reading for Meaning

Our Writing concepts are:

- Creativity
- Communication
- Success

Our Spoken Language concepts are:

- Confidence
- Communication
- Collaboration

At Foxhills, the characteristics of an effective speaker, reader and writer are:

- An ability to read accurately, fluently and with good comprehension
- A genuine love of reading and appreciation of rich literature
- An ability to understand and use a wide range of vocabulary
- An ability to use powerful knowledge acquired from reading, across all areas of the curriculum, making links and connections
- An ability to communicate their ideas and emotions with confidence and clarity
- An ability to write clearly, accurately and coherently, adapting their language and style to suit a range of contexts, for different purposes and audiences
- An ability to be creative and imaginative
- Competent in speaking, listening and using discussion in order to learn and collaborate with peers
- Having high expectations of what they can achieve, when planning a piece of writing
- An ability to evaluate, edit and proof-read their own writing
- A true sense of pride in their final spoken or written outcomes

Curriculum Implementation (Reading):

How is the Reading curriculum organised?

When children begin learning to read at Foxhills, they learn about the concept of word reading. This is because we recognise that phonics is an essential starting point for learning to decode. The children begin by developing an awareness of grapheme-phoneme correspondence. This is taught during Read, Write, Inc. phonics sessions and during guided reading. Once they know the GPCs required at their level of phonic development, the children are taught the skill of blending and use this as a means to decode words and phrases.

The next concept that the children learn is 'Reading for Pleasure'. We believe that this concept is crucial, both to children's word reading progress and to their reading comprehension. Our curriculum aims to grow all children as confident, enthusiastic readers, and this includes exposing them to a range of rich literature, in order for them to begin to understand and articulate their own likes, dislikes and preferences. Much of the literature chosen to facilitate learning in this concept is at a level beyond which the children can independently read.

The final concept is 'Reading for Meaning'. In EYFS this begins with understanding simple narratives that the children listen to, clarifying their understanding and retelling. Throughout Key Stage One, the children learn to ask and answer a range of questions and make inferences about what is being said and done. The children begin making links between texts as their understanding becomes deeper. They also learn to make links between their reading and their existing knowledge, demonstrating a deeper understanding of events, people, places and language beyond their immediate experiences.

Previously taught crucial knowledge is deepened, each time the concept is revisited. This enables knowledge and skills to progress in all areas of children's reading development.

How does learning progress in the Reading curriculum?

Word reading is taught daily and develops throughout our curriculum as the children make progress with; knowing more sounds, recognising and remembering more 'red' words, being able to blend more accurately and applying other strategies to help them decode successfully. The expectation of reading fluency also increases as children's confidence in word reading improves.

The concept 'Reading for Pleasure' progresses from learning to listen and respond, invent and adapt narratives in EYFS to appreciating, discussing and expressing views about a range of texts, developing an appreciation of vocabulary. By Year Two we expect the children to use their knowledge and skills in order to make meaningful links between texts that they are currently reading and texts that they have previously read.

As children begin to read increasingly demanding texts, the comprehension expectation also increases. Our final concept 'Reading for Meaning' begins with children learning to understand, clarify and retell. As children develop confidence with clarifying their understanding, they learn how to ask and answer questions. Once children in Key Stage One are confident with answering literal questions about a text that has been read to them, or one that they can independently read, knowledge progresses as we teach children what it means to infer. Children use what they know to make inferences and then predictions, based on what is being said and done within a narrative.

How are Reading tasks designed?

Reading tasks can take a huge variety of forms. Teachers work carefully to design reading tasks that maximise learning opportunities for every child. All children are given opportunities to learn, practise and apply their knowledge and skills in different contexts.

Typically, word reading tasks take the form of:

- Opportunities for children to learn to recognise specific sounds (and respond with increasing speed) within an engaging context
- Opportunities for children to learn to blend to read both real and nonsense words, using the sounds that they have learned so far
- Engaging opportunities for children to learn to quickly recognise 'red' words by sight
- Opportunities for children to read texts closely matched to their phonic development with peer, group or adult support and guidance
- Modelling of word reading strategies such as; looking at the first and last letter and using picture clues, reading on and returning to the tricky word within the context of the sentence and spotting spelling patterns
- Karaoke and timed reads to improve fluency

Reading comprehension tasks include:

- Modelling how to notice and fix mistakes when reading, in order to ensure that the text makes sense to the reader
- Exposure to a range of high-quality texts beyond the level that children are able to independently read
- Responding to texts by showing understanding (through role play, writing, verbally or drawing) to answer specific questions or to visualise
- Opportunities for vocabulary development for all children
- Exploring different text types highlighting and annotating key features for example; when studying non-fiction or poetry
- Children thinking of questions that they could ask the author or a character
- Opportunities to infer, predict and connect to prior knowledge
- Class, group or peer discussions to think aloud and form opinions

- Book reviews

What does Reading look like across the curriculum?

Teachers map high-quality texts that children will be exposed to, carefully positioning key knowledge to enable all children to access the wider curriculum intentions. For this reason, teachers clearly model skills that children need, in order to read for meaning. Vocabulary is specifically taught and promoted prior to reading, so that no child is disadvantaged in learning. Our recognition that knowledge precedes and facilitates creativity means that in all subjects children are provided with crucial knowledge, often through knowledge organisers, written sources of evidence or non-fiction books. Therefore, children have the opportunity to apply their skills in phonics, decoding and numerous elements of comprehension in other meaningful contexts, in order to develop their knowledge and vocabulary across the curriculum.

Which skills or knowledge can children not access the rest of the curriculum without?

We strongly believe that reading underpins the curriculum and that pupils who do not learn to read are disenfranchised. Therefore, reading is prioritised across all subjects. Word reading and comprehension are equally vital elements of children's reading development, in order for them to learn more independently across the curriculum and become lifelong learners who are able to take advantage of all opportunities to read and learn within the wider world.

Provision for SEND and Greater Depth

The provision for pupils with SEND is entirely personalised. The majority of children are supported to remain on the English learning journeys. Where deemed in the best interests of the child, teachers work to remove barriers to accessing our English curriculum, in order to ensure equity and to support children in applying their knowledge in different ways, in order to meet key milestones. However, where appropriate, some pupils are taught English through pre-learning journeys. These are tailored to the child's individual needs and are carefully planned in a way that enables children to repeat crucial knowledge at their stage of development. Opportunities for multisensory approaches, spaced practice and retrieval are carefully planned into these journeys, so that pupils with SEND are both supported and challenged appropriately. Misconceptions are planned for and pupils receive a higher level of scaffolding in their task design. Once children have grasped a concept, independence is promoted, in order for children to experience success and to show that they can master the small steps, within their personalised learning journey.

Due to our entirely flexible groupings, children whose word reading ability and comprehension do not correlate are not placed in fixed guided reading groups. The methods of delivering our high quality reading education, depend entirely on the knowledge focus. This is so pupils' comprehension is not restricted due to their word reading ability or vice versa. As with all learning journeys, knowledge and vocabulary is taught to children prior to giving them the skills and opportunities to apply this. In order for all pupils, regardless of their background or ability to develop in terms of their cultural capital, teachers plan ahead and ensure that any disadvantaged pupils receive pre-teaching of specific knowledge and vocabulary, in order to ensure equity for all pupils.

In phonics, we ensure that children with SEND have specific needs met in the most appropriate way, either through being in a smaller group, through 1-1 support or through a carefully chosen reading partner. Children's reading books are closely matched to their phonic ability. This is so that all pupils have access to books that they can decode, with minimal support. Reading teachers and class teachers or TAs work closely together to ensure that specific, targeted intervention is in place to support any child who begins to fall behind the expected progress. This happens instantly and interventions take place the same day.

Children who are reading at greater depth within the expected standard are challenged through task design, meaning that they are given opportunities to deepen their knowledge and understanding and apply this in more creative or more abstract contexts, with a higher level of independence.

Curriculum Implementation (Writing):

How is the Writing curriculum organised?

When children begin their journey of learning to write at Foxhills, they focus on the concept of creativity. This is because at this developmental stage, children are naturally curious and begin to experiment, as they learn the crucial knowledge required in order for them to mark make. Once children are secure with the skill of mark making, communication quickly becomes the focus for children's learning and this is the case for each year group for the Autumn Term. This is to ensure that children are given the crucial knowledge needed to understand the purpose behind writing, in that it communicates meaning. Our belief that knowledge precedes and facilitates creativity (with the exception of exploring initial mark marking in EYFS), means that knowledge has been purposefully positioned and sequenced to equip children with the understanding and skills required in order to write, so that every child has the ability to communicate their thoughts, feelings and understanding, in a way that can be understood by themselves and others. This ability to communicate through written English is consolidated, prior to children being expected to use this creatively. In the Spring Term, children learn to write effectively for different purposes. Finally, in the Summer Term, after being provided with numerous writing opportunities in a range of contexts, the children learn about the concept of success. This enables teachers to personalise learning further in order to focus on individual targets and revisit crucial knowledge where required, meanwhile teaching children essential writing skills, such as editing and proofreading.

How does learning progress in the Writing curriculum?

The concept of communication progresses as children's knowledge and understanding deepens. In EYFS we initially teach children to ascribe meaning to marks that they make. As this concept progresses, children are expected to form clearly identifiable letters and use these to communicate their thinking. In Year One the concept of communication continues as children learn to write a coherent sentence, in order to communicate their ideas. Once children are able to do this confidently, they learn to sequence some simple sentences, to serve a purpose. In Year Two the children explore different types of sentences and they learn to use a variety of sentence types to communicate effectively within their writing. The children then learn about different sentence structures, in order to produce pieces of writing that communicate meaning effectively depending on the form, purpose and audience.

The concept of creativity facilitates learning opportunities for children to build upon previous knowledge, to write simple phrases or sentences that can be read by others by the end of EYFS. Children are given opportunities to develop their own writing style and to write about their thoughts, feelings, experiences and interests in their own ways. In Year One, creativity develops further through children learning the knowledge and skills required to write for different purposes and children using what they know as they begin to develop an awareness of writer's choice. By Year Two, we expect our children to be confident with using a wider range of vocabulary creatively and to write at length, choosing the form, grammar, style and sentence structures best suited to their intended purpose and audience.

The concept of success enables our writers to develop a genuine sense of pride in their written outcomes and achievements. This begins with children's understanding of transcriptional elements of writing. In EYFS children's ability to sequence sounds in order to segment and spell words accurately, is the starting point for children developing their understanding of success. Throughout Key Stage One other technical elements for example, writing in the correct tense, using appropriate grammatical forms and accurate punctuation provide children with opportunities to further progress within this concept. By the end of Year Two, we expect our children to be confident with independently editing and proofreading their writing, making revisions, additions and corrections, therefore applying all of their crucial knowledge to develop into a proficient writer.

How are Writing tasks designed?

All writing tasks are designed carefully to ensure that they maximise learning opportunities for every child. Within writing lessons teachers provide children with meaningful experiences so that they have a genuine purpose for writing and desire to write. Tasks are designed in a way that facilitates children's ability to apply previous knowledge and skills, in addition to new learning. Through the use of '*learn, practise, apply*' all children are given opportunities to write at length regularly, with steps being taken to reduce the cognitive load for some children, without ever putting a ceiling on what they can achieve. Children are given regular opportunities to be creative and use their imagination to enhance the composition of their writing. Children are encouraged to have ownership over their writing, making choices at the planning stage, depending on their intended written outcome.

What does Writing look like across the curriculum?

Our '*learn, practise, apply*' approach to task design facilitates pupils' ability to repeat crucial knowledge and revisit it in other contexts across the wider curriculum. These often have written outcomes, as pupils are required to reason about their learning in other curriculum areas. Pupils' confidence in their understanding of written Standard English facilitates the effectiveness of this. Effective transcription enables pupils to write fluently, in order to more easily demonstrate their knowledge and understanding. Effective composition enables pupils to form, articulate and communicate their ideas and organise them coherently for a reader. Children at Foxhills are proud of what they can achieve and take pride in their writing composition, presentation and accuracy, no matter what curriculum area they are writing about. An ability to communicate ideas with clarity through writing, gives many children the confidence to express their understanding of crucial knowledge from the wider curriculum and the other experiences that our pupils have had.

Which skills or knowledge can children not access the rest of the curriculum without?

To lack confidence in writing can be a huge barrier to children's ability to show what they know in other curriculum areas. Therefore, we begin by teaching the concept of communication to ensure that children gain the knowledge, skills and confidence to communicate their understanding through their written Standard English. The characteristics of effective learning in English, for example developing children's vocabulary and language choices, enable children to explain their understanding with more clarity, which is an essential foundation for all knowledge development.

Provision for SEND and Greater Depth

Quality first teaching during writing lessons enables all children, regardless of their background or ability to develop as resilient learners. The concept 'success' in our writing curriculum, is deliberately positioned after the opportunities for children to be creative and communicate their ideas. It is at this point when teachers model editing and proofreading strategies, promoting a culture whereby we value mistakes, and opportunities to learn from mistakes are maximised. Children are constantly reminded that 'green is good' because it means that they have more to learn.

Effective interventions that some pupils with SEND require in writing are; speech and language, Sidney, Read, Write Inc. 1:1, colour-coded grammar support and handwriting. We follow robust intervention programmes, however, our teaching team are flexible and are quick to make changes, if something is not working for a particular child. Our cut-away teaching style enables all children to receive bespoke learning opportunities, feedback, support and challenge in real time, in order to make changes to improve their written outcomes, during the lesson. Teachers create an environment where children with SEND learn to use resources and metacognition strategies in order to facilitate all children's ability to learn independently. Pupils use personalised target cards, check lists, sound mats, letter lines, word mats, whiteboards and talk-tins to ensure that every pupil can access learning and that all children have equal opportunities and writing experiences.

Our ambitious writing curriculum also allows for teachers to provide personalised provision for children working at greater depth. Cut-away teaching and teaching through workshops enables teachers to work alongside greater depth writers in order to challenge them further. By working closely alongside greater depth pupils teachers are creating a culture in which writing is appreciated, creativity is valued and children are inspired to become writers themselves. Giving greater depth pupils more time to write for pleasure, enables them to have greater ownership over the choices they make in their vocabulary, grammatical structures and language. Teachers ensure that they provide these children with detailed, meaningful feedback and personalised targets, as well as equipping them with the skills and tools that they need to be more independent in their writing. An example of this is teaching them how to use a dictionary and thesaurus. Skills such as these enable children to independently find definitions for new vocabulary and synonyms in order for them to develop a higher level of vocabulary that, over time, becomes natural and can be used when articulating their ideas and experiences.

Foxhills Infant School

Curriculum Implementation (Spoken Language):

How is the Spoken Language curriculum organised?

From the beginning of EYFS, the spoken language curriculum begins with the concept of confidence. This is a necessary starting point for children as they settle into new rules and routines and therefore, each year group begins with this concept in Autumn 1. Children need to develop the confidence to listen, participate and respond within a classroom environment, as a metacognition strategy that will enable them to learn and make progress across the curriculum. Once children have the confidence to participate, listen and respond appropriately, they learn about the concept of communication. Children are taught to communicate their ideas effectively and they learn to use their crucial knowledge to express their thoughts and feelings in a way that provides meaning for others. When children are successful at communicating appropriately with adults and peers, they learn about the concept of collaboration. This shifts the focus from articulating their own ideas to contributing to group discussions. When the concept of confidence is revisited in Spring 2, the children learn to use prior knowledge in a different way, with more of a focus on performing. The curriculum then progresses to revisit the concept of communication, providing children with opportunities to revisit knowledge, deepen their understanding and use it to develop a wider range of vocabulary. Each year finishes with revisiting the concept of collaboration, as this enables children to revisit knowledge and skills from the whole of the Spoken Language curriculum and use what they have learned more freely, to explore ideas creatively, across the wider curriculum.

How does learning progress in the Spoken Language curriculum?

Learning progresses because children's thinking deepens. In EYFS we expect children to use their immediate and emerging knowledge to give reasons to their thoughts, feelings and ideas. Throughout Key Stage One, as the children revisit and build upon prior knowledge, they are given a range of opportunities to practise and apply what they know to solve problems and communicate their thinking in different contexts. By the time the children are in Year Two, they have further opportunities to independently show what they know in creative ways, using the knowledge they have acquired across the whole curriculum. This might take the form of co-constructing learning outcomes and solving more complex problems, drawing on their knowledge and skills, in whichever way they see fit.

How are Spoken Language tasks designed?

In order to make learning meaningful, the Spoken Language curriculum is taught alongside other subjects. Children are expected to listen, speak and articulate their understanding in all lessons. All tasks provide children with the opportunity to practise this skill. Children are supported to communicate clearly because we recognise that the ability to be understood plays a key role in making a positive contribution to any community and provides children with the confidence to take advantage of opportunities open to them. Children with speech and language difficulties receive bespoke support to ensure that they are not disadvantaged or have poorer chances because of ability.

Typically, Spoken Language opportunities take the form of:

- Verbal and written reasoning
- Children's independent recording
- Democratic problem solving
- Co-constructed learning outcomes between teachers and children
- Debate and discussion
- Drawing conclusions
- Exploration and using imagination
- Recreation

What does Spoken Language look like across the curriculum?

The English education pupils experience at Foxhills enables children to acquire crucial knowledge in Spoken Language. However, the characteristics of effective learning in English also facilitate children's capacity to learn and articulate their knowledge across the curriculum. Confidence in spoken Standard English aids pupils in discussion, collaboration and in their ability to present their ideas clearly in a range of contexts across the wider curriculum. This ability to communicate their ideas with confidence and clarity enables pupils to develop cognitively, socially and linguistically.

Which skills or knowledge can children not access the rest of the curriculum without?

To be able to communicate effectively facilitates lifelong learning across the whole curriculum and gives children the crucial knowledge and skills required to participate fully in wider society. Children need to develop the confidence to articulate their ideas in a way that they can be understood by others. It is essential that children learn the vocabulary required to express themselves in appropriate ways, in order to fully take advantage of opportunities available to them in later life. The ability to partake in conversations and ask questions enables children to clarify, consolidate or deepen their understanding in all curriculum areas. A high quality Spoken Language curriculum is therefore essential in ensuring that no child is disenfranchised and that all children develop confidence, the skill of being an effective communicator and the ability to collaborate with others.

Provision for SEND and Greater Depth

At Foxhills speech and language difficulties, poor enunciation and vocabulary development are the typical barriers that our children experience when it comes to their Spoken Language. To overcome these barriers and ensure equity in accessibility to the Spoken Language curriculum, we follow robust and effective intervention programmes to target individual needs, for example; NHS Speech and Language programmes, pre-teaching vocabulary and colour-coded grammar support. Other typical barriers for some children in Spoken Language include their confidence, low self-esteem and self-regulation. We employ a range of strategies to help children's resilience develop by adopting a culture whereby mistakes are celebrated and all children are given tasks that enable them to achieve some success comfortably, in addition to being challenged. Some pupils require ELSA in order to equip them with the emotional and social skills required in order to make progress with Spoken Language.

For children working at greater depth within the expected standard for Spoken Language, challenge typically comes through the wider opportunities to be creative with their knowledge. Children are challenged to use their communication skills to connect with others and express themselves in a range of ways, choosing how to do so, depending on the context, purpose and audience. These children develop into very confident communicators who are able to fully connect with others and with experiences. These children are often challenged to apply their communication skills in order to help others, expressing their deep understanding and portraying their knowledge to others, in the way that they feel will enable them to be understood most effectively.

Curriculum Impact

A child who has acquired the crucial knowledge and developed proficiency within the English curriculum at Foxhills will be fully equipped to take advantage of all opportunities open to them throughout later education and other aspects of life. They will be confident in communicating their thoughts, feelings and emotions in order to make positive contributions to society. To be proficient in reading, writing and speaking means that children are able to make connections with others more easily, empathising and understanding on a deeper level. Children are therefore able to become confident and resilient lifelong learners, who are equipped with essential language skills and vocabulary in order to be successful in their future.





