NUTFIELD CHURCH (C OF E) PRIMARY SCHOOL

Subject Leaders Curriculum Statement for English

September 2024

Vision

We fully embrace the vision stated in the Church of England's Vision for Education 'Deeply Christian Serving the Common Good' published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and **'live life in all its fullness'.** (John 10:10)

Values

- We are a church school, which believes in the importance of **community**, where people from all races, religions and cultures act in **peace** together.
- Our pupils, staff and families work together as a team, with **wisdom** supporting each other through our learning. We have **hope** in our challenges and in our successes.
- We recognise the **dignity** and ultimate worth of each person, created in the image of God, further shaped by the person, teaching and example of Jesus. We look to the future with **joy.**

Intent:
As Subject Leader for English, our goal is to foster a love for reading, writing, and effective communication across all year groups. We aim to equip students with the literacy skills necessary to access the full curriculum, express themselves clearly, and engage confidently with the world around them. Our vision is for every child to leave our school as a fluent reader, articulate speaker, and enthusiastic writer. The English curriculum is designed to be broad, balanced, and inclusive, ensuring that all students develop key competencies in reading, writing, speaking, and listening. We align our curriculum with the National Curriculum requirements while tailoring it to meet the needs of our students, making sure it is both challenging and engaging. We ensure that resources are appropriate to provide a rich and challenging curriculum.

Implementation:

Reading: We promote a strong reading culture through daily guided reading sessions, regular story times, and access to a diverse range of high-quality texts. Phonics is taught systematically in the early years and KS1 using a well-established scheme, while comprehension skills are developed progressively throughout the school. We also encourage reading for pleasure through initiatives such as book fairs, reading challenges, and author visits.

Writing: Writing is taught through a process that emphasises planning, drafting, editing, and publishing. We integrate writing tasks across the curriculum, ensuring that students have opportunities to write for different purposes and audiences. Grammar, punctuation, and spelling are imbedded in our daily English lessons but also taught explicitly and practiced through writing activities. We use model texts and shared writing to demonstrate good practice, and celebrate student writing through display work.

Speaking and Listening: We ensure that students develop strong oral communication skills through class discussions, presentations, drama activities, and collaborative learning. Speaking and listening are woven into all areas of the curriculum, with a focus on building confidence and clarity in communication.

Assessment: Assessment in English is ongoing and formative, with teachers using a range of strategies to monitor progress and identify areas for support. We conduct regular phonics screenings, reading assessments, and writing moderation to ensure consistency and accuracy in our evaluations. Pupil progress meetings are held termly to review individual student data and adjust teaching strategies as needed.

Impact:

Our English curriculum is designed to inspire, challenge, and support all students, ensuring they leave primary school with a strong foundation in literacy. As the Subject Leader, we are dedicated to leading our school in delivering high-quality English education that prepares students for the next stage of their learning journey and beyond.

Our curriculum encourages our children to become critical thinkers by analysing texts. English teaching often involves critical analysis of texts, where children are encouraged to question assumptions, recognise biases, and understand different viewpoints. This promotes open-mindedness and respect for diversity. We also encourage debate and discussion and these activities help children learn to articulate their thoughts while considering others' perspectives, which is essential for developing social and moral reasoning.

Regular monitoring of the English curriculum is carried out through lesson observations, book scrutinies, and learning walks and work closely with the SLT to analyse data and track student progress, ensuring that any gaps are addressed promptly. Feedback from students, staff, and parents is also gathered to inform future planning and improvement.

How does your subject promote diversity and help our children understand diversity?

Teaching English in primary school plays a crucial role in helping children learn about diversity. English lessons often involve reading books, stories, and poems from various cultures and traditions. These texts introduce children to different ways of life, belief systems, and worldviews, fostering an appreciation for diversity. By discussing characters, settings, and themes from diverse backgrounds, children learn to empathize with people from different cultures and circumstances.

How does your subject help children understand SMSC?

Social:

Through Group Work and Collaboration: English activities often require group discussions, projects, and presentations, which teach children about cooperation, respecting others' opinions, and working together regardless of differences.
Communication Skills: As children learn to express their ideas clearly and listen to others, they develop respect for different viewpoints and learn the importance of dialogue in resolving conflicts.

Moral:

Development of Moral Understanding
Moral Lessons in Literature: Many stories and texts used in English classes have underlying moral lessons. Through these narratives, children learn about right and wrong, the consequences of actions, and the importance of virtues like honesty, kindness, and justice.
Character Education: English lessons often encourage students to reflect on the behaviours of characters and their own responses to moral dilemmas, helping to shape their understanding of ethics.

Spiritual:

Spiritual Growth and Reflection
Exploration of Big Questions: Literature often tackles existential themes like the meaning of life, love, and death. Engaging with these topics can encourage children to think about their own beliefs and values.
Creative Expression: Writing and storytelling give children the opportunity to express their own spiritual beliefs and explore those of others in a safe and imaginative environment.

Cultural:

Cultural Appreciation and Sensitivity
Learning about Cultural Practices: Through texts and discussions, children learn about various cultural practices, traditions, and festivals, fostering respect and appreciation for cultural diversity.
Language and Identity: Understanding how language reflects culture and identity helps children to appreciate the richness of their own and others' cultural backgrounds.

How do you ensure pupil premium, SEND and other disadvantaged children can fully access the content?

- Extended parents' evenings
- Constant dialogue with parents
- Use of technology if needed
- Constant assessment

Good practice in your subject to share with others:

To enrich our English curriculum, we offer a variety of extra-curricular activities, reading groups, and drama performances. We also participate in national events such as World Book Day and poetry competitions, providing students with opportunities to showcase their talents and develop a lifelong love of English.

Parental Engagement: We recognise the vital role that parents play in supporting their child's literacy development. We engage parents through workshops, volunteer reading, and regular communication about their child's progress in English. Resources and strategies are shared to help parents support reading and writing at home.

Ofsted defines Cultural Capital as: As part of making the judgement about the quality of education, inspectors will consider the extent to which schools are equipping pupils with the knowledge and cultural capital they need to succeed in life. Our understanding of 'knowledge and cultural capital' is derived from the following wording in the national curriculum: 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

How does your subject add to the cultural capital for children?

Teaching English to children significantly contributes to their cultural capital by providing them with valuable linguistic and cognitive tools that enhance their social and economic opportunities.

Economic Advantages: Being proficient in English increases employability in various sectors, including multinational corporations, tourism, technology, and education. This economic benefit adds to a child's cultural capital by equipping them with skills that are highly valued in the job market.

Cultural Awareness and Appreciation: exposure to literature and media, and helps children understand and appreciate different cultural norms and values, fostering cultural literacy and empathy. It also enables them to engage with a wide range of cultural content, from classic literature to contemporary media.

Cognitive Development: enhance cognitive abilities, such as problem-solving, critical thinking, and multitasking. These cognitive skills are valuable across all areas of life, contributing to a child's overall intellectual capital.

Empowerment and Confidence: Mastery of English can boost a child's self-confidence and sense of empowerment, as they are able to navigate diverse social settings, express themselves more effectively.

Teaching English equips children with a rich array of skills and knowledge that enhances their cultural capital, providing them with the tools to succeed in a globally interconnected world.

An Exemplar - Progression of one key skill from Reception to Year 6: Punctuation

Reception	Learning about capital letters and full stops.
Year 1	Becoming secure in year 1 and learning about commas, question marks and exclamation marks.
Year 2	Secure above and learn about apostrophes.
Year 3	Secure this punctuation and learn and speech marks.
Year 4	As above and start to learn about other punctuation such as an ellipsis.
Year 5	As above and brackets (parenthesis) are introduced.
Year 6	As above and learn about colons and semi-colons.

What else Subject Leaders do:
Professional Development: As the Subject Leader, I am committed to the continuous professional development of all staff. This includes leading CPD sessions on new initiatives, best practices in teaching English, and updates to the curriculum. I also support teachers in developing their subject knowledge and pedagogy through lesson observations, team teaching, and feedback. In addition we: • Monitor the long term planning on the school website for all year groups. • Subject leaders contribute to the planning, creative ideas, staff training, assessment and resourcing. • Termly subject leaders collect data from teachers • Termly book looks • Termly Pupil Voice • Annually subject leaders write their SDP for their subject having a 3-5 year view and populating with a detailed action plan the two objectives for the current academic year. • Annual staff meetings • Deliver training to staff • Deliver Parent Workshops
Questions children could ask:
• How does reading help me? • Why do I need to know about verbs, punctuation and parenthesis? (etc) • Why do I need a 'voice' when writing a letter/email? • How will reading and writing help me find a career?
Questions Ofsted, parents or Governors could ask:
How do you design your curriculum? How do you show progress? How do you support other staff? How do you monitor the teaching of English? How do you know how your DP and SEND pupils are doing?
Also see:
• Curriculum Overview • Literacy Tree scheme of work https://literacytree.com/ • ELS Synthetics Phonics scheme https://essentiallettersandsounds.org/ • School Website

Specifically the subject leader has written this document. This document is for anyone who is interested in reading about why and how we teach this subject.