Carleton Rode CEVA Primary School
English

"If you want to change the world, pick up your pen and write."
Martin Luther

Our Vision	Our Values
'Love your neighbour as yourself' ***'Be yourself, but be your best self.'*** English at our school aims to embody our school vision. The intention is to inspire children to be the best version of themselves through inspiration, creativity and self-expression. English serves as a foundational pillar for inspiring children to be the best they can be by fostering language skills, critical thinking, creativity, and personal development.	***Kindness*** Engaging in discussions about themes such as friendship, compassion, and kindness found in literature encourages students to reflect on these values and apply them in their own lives. ***Honesty*** Reading literature often involves exploring moral dilemmas and ethical choices. These discussions provide opportunities for students to reflect on their own values, encouraging honesty in self-reflection. ***Perseverance*** Literature often features characters who overcome challenges and demonstrate resilience. Sharing stories of characters who persevere through difficulties can inspire students to face their own challenges with determination and perseverance.

Intent	Implementation	Impact
Writing is a crucial part of our curriculum. By the end of Year Six we intend our children to have developed a love of writing. Our children will be able to express their thoughts and ideas, about the world around them, clearly and creatively through the written word. Through a broad and balanced curriculum, we intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling. We set high expectations for all our children to take pride in their work and they are expected to join their handwriting as they progress through the school. We believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at our school, all children should be able to read fluently, and with confidence.	We recognise that reading is fundamental to the writing process, as children write successfully when they have a full understanding of the features of specific genres and a strong vocabulary. Throughout the school, visual stimuli and books are used to inspire children's imaginations to write. In addition to support the writing process, teachers model examples of effective writing, so children can be successful in their own writing. Children are also supported to develop stamina for writing across the curriculum. In our school we use a variety of strategies to support the teaching of reading, as all learners are individual and therefore can require different approaches to secure their skills. In recognition of this, teachers use a variety of strategies as required, alongside placing emphasis upon ensuring that children master early reading skills and are able to decode fluently through the systematic teaching of synthetic phonics. In Early Years, children are exposed to a variety of books, which have a focus on patterned language and are linked to their developing phonic knowledge. Independent reading books are taken home daily to support children at an individual level and are carefully chosen by teachers to aid and challenge our pupils. Children are encouraged to read at home regularly.	At our school, children will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education. By the time children leave our school, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects on the curriculum and communicate their research to a wider audience.

Progress	Content & Sequencing	Enrichment
At our school, monitoring progress in English encompasses a holistic approach focused on fostering a comprehensive set of skills. A paramount goal is to instil a genuine love for reading and stories among students. This involves encouraging them to explore a diverse array of genres, allowing for a rich literary experience. Progress is measured not only by the breadth of genres explored but also by the development of essential reading skills. Students are guided to make inferences and predictions, retrieve key information from texts, and connect new knowledge with their existing understanding. Additionally, the evaluation extends to the mastery of writing skills, ensuring that students can effectively communicate across various purposes. 	In English, a thoughtful and structured approach to sequencing is adopted to cultivate a comprehensive literacy foundation for students. Beginning with Read, Write Inc. (RWI) in Key Stage 1 (KS1), this program extends seamlessly into Key Stage 2 (KS2) as required, ensuring a consistent and progressive learning journey. RWI is complemented and enriched by the Power of Reading (POR) program, with a particular emphasis on Year 2. As students progress into KS2, Power of Reading takes centre stage, fostering a deeper engagement with literature and refining critical reading and writing skills. To address specific aspects of grammar and punctuation not covered by POR, the National Curriculum appendix serves as a supplementary resource. The selection of high-quality books from recommended sources forms the backbone of the curriculum, allowing students to immerse themselves in rich literary experiences. Throughout this educational journey, the integration of shared writing and modelled examples further supports students in developing proficiency in both reading and writing, ensuring a well-rounded and coherent English education. 	Enrichment activities play a vital role in the English curriculum, creating a dynamic and immersive learning experience for students. Drama and role-play activities enhance language skills by allowing students to embody characters and scenarios, fostering a deeper understanding of narrative elements. Visual arts become a powerful tool for visualisation, enabling students to express and interpret stories through creative mediums. Author visits provide a unique opportunity for students to interact with creators of literature, gaining insights into the writing process and fostering a genuine appreciation for storytelling. Trips and days out are followed by reflective writing sessions, allowing students to articulate their experiences and connect real-world encounters with their literary pursuits. Celebrations such as World Book Day bring the joy of reading to the forefront, encouraging a collective appreciation for literature. Guided Reading, Paired Reading, and regular class reading sessions contribute to the development of reading skills, while the involvement of volunteer adults enhances the learning environment, creating a collaborative and supportive community dedicated to the enrichment of English education. 

Spiritual Development	Cross-curricular links	Monitoring the Impact
Engaging with literature allows students to reflect on existential themes such as purpose, identity, and the human condition. Discussions around these themes can foster a sense of introspection and contribute to their spiritual growth. 	Cross-curricular writing opportunities are provided in all subjects. Students will be exposed to stories or non-fiction books based on current topic e.g. history or geography. Encouragement of consistent reading, writing and presentation skills across all subjects will be maintained and supported for all students. 	The teaching and learning of English is monitored by the English lead. Monitoring tasks include pupil book study, termly learning walks, data analysis and pupil voice. Teaching staff also feedback on successes and areas needed further focus. The subject lead will then create an annual report which is shared with governors. 

Global Diversity	Financial Understanding
English lessons often involve literature from various cultures, offering students the opportunity to explore and appreciate global diversity. Exposure to stories and perspectives from different parts of the world promotes cultural understanding and empathy. 	Exploring literature about entrepreneurs and financial success stories can inspire an entrepreneurial mindset. Students can learn about financial aspects such as investments, business planning, and the importance of financial responsibility. 