



English at Emersons Green Primary

Curriculum Intent:

Our readers and writers...

- will learn to speak and write fluently so that they can communicate their ideas and emotions to others
- will learn to read and listen attentively so that others can communicate with them
- have a chance to develop culturally, emotionally, intellectually, socially and spiritually through their use of the English language

Our English curriculum places...

- reading as a priority which runs through our teaching and learning
- vocabulary as a key aspect which underpins our understanding of what we learn

Big Ideas



- Key texts are used to lead each unit of work
- A contextual understanding underpins each unit
- English knowledge and skills are explicitly taught in each lesson
- Knowledge and skills are revisited and built upon in a spiral curriculum, with children given multiple opportunities to apply these
- Reading, writing, speaking and listening all form part of the English curriculum
- Home learning is linked to development of key skills, including an emphasis on regular reading at home

Content and Sequencing



Communication:

- Communication used for speculating, hypothesising, imagining and exploring ideas
- Children taught to maintain attention and participate actively in collaborative conversations
- Children participate in discussions, presentations, performances, role play, improvisation and debates
- Key vocabulary is explicitly taught, built into lessons and displayed in classrooms
- Key vocabulary is programmed into communication devices
- Makaton for key vocabulary is learnt and used by adults supporting individuals
- Communication devices are used to ensure every child's voice can be heard



Accessibility:

- Our curriculum is fully inclusive and our highly skilled staff support all children in accessing the National Curriculum Programmes of Study
- Structured questions, sentence stems, writing frames, vocabulary mats, Clicker grids, Boardmaker symbols and practical learning is used to support
- Resources and texts can be adapted to suit individual needs (e.g. Braille, audio-books, enlarged or simplified versions, dual-language versions)
- Writing is often differentiated by outcome. Where appropriate, differentiated writing opportunities are provided. Children's writing is recorded in suitable ways (e.g. through ICT, use of talk-tins, scribed by an adult)
- Pre-teaching of key vocabulary enables access for all



Diversity:

We value diversity in English through

- the authors we study
- the texts we use
- the adaptations we make

to ensure that everyone is valued and represented, and that everyone can access the learning.

Examples include:

- Handa's Surprise by Eileen Browne
- The Dark by Lemony Snicket
- Jemmy Button by Valerio Vidali
- The London Eye Mystery by Siobhan Dowd



Links with the wider curriculum:

- Key texts used to supplement learning in other subjects
- Reading skills used across the curriculum
- Opportunities for cross-curricular writing
- Key vocabulary explicitly taught

Cultural Capital & Personal Development:

- Show and tell
- Poetry recitals
- Opportunities to have work published
- Book buddies
- Author visits
- Reading for pleasure
- Performances to audiences

