



Glebe Primary School
Leadership Excellence Ambition Resilience Norms

Statement of intent

Through our English curriculum we aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and to develop their love of literature through widespread reading for enjoyment.

We have a rigorous and well organised English curriculum that provides purposeful opportunities for reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to: read easily, fluently and with good understanding; develop the habit of reading widely and often for both pleasure and information; acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language; write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences; through discussion become confident and competent in elaborating and explaining their understanding and ideas; are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

These aims are embedded across our English lessons and throughout the wider curriculum. We will provide the means for children to develop a secure knowledge-base in literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; we believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

NORMS (Culture)

HIGH QUALITY OUTCOMES FOR ALL (from Day 1)/ - SUBJECTS ARE A CULTURE

A text-rich environment, reflecting our diverse community, where reading is integral to pupils' learning and is a foundational element of the whole curriculum. Challenging, highly engaging and carefully selected focus class texts provide a basis for high quality reading and speaking and listening skills. Provision of carefully selected books and resources in all areas, contribute to a rich, varied and highly engaging curriculum. Reading opportunities cultivate high-quality debate and reasoning whilst promoting a tolerance and respect for the views of others in line with our British values.

EXCELLENCE

In Reading

- A daily, rigorous and consistent programme of phonics ensures pupils quickly match graphemes and phonemes and read words which are not easily decoded and apply these when reading.
- Reading material that is carefully matched to ability, ensuring pupils become readers from the outset and progress rapidly.
- Through reading pupils acquire new knowledge, building on and making links to what they already know.
- Pupils become confident and competent users of a rich and varied vocabulary.
- Pupils have a wide knowledge of a range of genres and authors.
- Through diverse, challenging high-quality texts, pupils develop a knowledge beyond their life experience, developing 'world views'.
- Pupils learn to think critically about what they read, respectfully engaging in debate with their peers.

AMBITION

- Pupils, regardless of their individual circumstances, characteristics or disadvantage, become competent, enthusiastic and critical readers of stories, poems and plays as well as non-fiction texts and media.
- Pupils express a genuine desire and passion for reading, both to acquire knowledge and just for pleasure
- Pupils demonstrate a drive and desire to develop and further their reading skills.

RESILIENCE

- Pupils have the encouragement and strategies they need to read longer texts, persevering when reading is challenging.
- Reading material that is carefully matched to ability, providing a suitable level of challenge whilst ensuring texts are accessible.
- Pupils are not afraid to mis-read or misunderstand. They are prepared to ask questions to secure their understanding

LEADERSHIP

Pupils and staff model reading skills, working together either in pairs, small groups, or even across year groups to help each other develop a love for reading. Pupils are encouraged to take responsibility for books and reading areas across the school.