

Maple Ridge English Curriculum Overview

Aims and Principles of the English curriculum (Intent):

Part of Maple Ridge School's vision is to "provide all children with the opportunity to reach their potential and be as independent as possible, equipped with the necessary skills to be positively included in society."

Therefore at this school we priorities basic life skills including Communication, Reading, and Writing. The school curriculum and timetable support this aim.

Share a Story:

We aim to foster a joy of books and reading and place a high importance on reading skills.

Each day all children should be given, in a way appropriate for the child, time to either:

- be read to
- read independently books of their own choosing
- read with an adult

There should be regular opportunities to visit the school library to change their reading scheme and own choice of book. All classrooms also should have a varied collection of books for children to access at any time.

All children should take a Library book home to share on a weekly basis and 'reading books' matched to phonic knowledge, from a range of different reading schemes along with a reading record. Reading schemes include: Rigby Star, Phonics Bug and Oxford Reading Tree.

To support children to generalise skills learnt in school in alternative environments, children have access where appropriate to 'Share a Story' sessions in which parents are invited to join. Here they can access stories in an exciting way and complete activities to practice comprehension skills. This also aims to further foster a joy of books.

Read Write Inc:

We follow the Read Write Inc. phonics scheme and this is taught to the large majority of pupils throughout the school. For Team 1 children, teachers should assess at what stage this is appropriate for them to access. This scheme allows children to build their phonics knowledge to develop their sight reading, comprehension and writing skills.

Each child should be assessed termly to track progress and ensure they are accessing the scheme at the correct stage.

In Team 2 and 3, children are taught specific phonic skills through the scheme across 3 sessions. One week of sessions should be focussing on reading skills, one week on writing and a third specifically on comprehension through a linked book.

Write Dance and Handwriting Time:

Each week, children should be given opportunities to practice, develop and embed their gross and fine motor skills for handwriting. This is through either:

- Write Dance; a programme which supports and develops the gross motor movements essential for handwriting or
- Handwriting Time; a programme which is part of the Read Write Inc scheme to support the development of handwriting skills leading to joined writing.

Ongoing assessment and the mapping document should be used to support at which stage the children are working within these programmes as the children's skills in handwriting may differ to where they are in the Read Write Inc scheme.

Big Talk and Big Write:

We have incorporated Big Writing into our English curriculum to allow our children to develop their confidence and stamina for writing.

For Team 1 children, teachers should assess when and at what stage children are ready to use the principles of Big Talk and Write using a 'mini talk and write' session.

Each week, children should be given the opportunity to practice their 'talking to write' skills through a three week cycle alongside the read Write Inc scheme.

Talk to write skills are specifically taught through 'Big Talk' using a chosen stimulus to engage children. This should usually be a chosen book and linked book from the Read Write Inc scheme. This session should be at the end of the week where reading has been the focus to enable them to immerse themselves in the language from the book.

'Big Write' sessions should be at the end of writing and comprehension focus weeks when they have continued to immerse themselves in the language of the chosen book and linked book as part of the read Write Inc scheme. Children rehearse what they would like to write and then given a relaxed and comfortable environment to allow them to write as independently as possible.

At times chosen by the teacher or if felt more appropriate for the learning stage of the child, they may be given a stimulus from their learning in other areas from their week. For example a trip or an experiment they have taken part in.

Their piece of writing is completed in the child's own 'special' Big Write book, fostering a pride in their writing and allowing the children to see their own progress in writing over the years.

As well as building children's writing skills, Big Writing gives more opportunities for identifying any gaps to accurately inform the next steps in teaching and learning.

English across the curriculum:

English is an integral part of the wider curriculum, each 'Topic' has a linked story or text and children's English targets (set through the use of GEPs) are shared in their 'Topic' books or learning folders in team 1. This allows for their topic or learning time work to be individualised to their English needs and also allows children to generalise their English skills in a wider context.

Spoken Language should be covered across all areas of the curriculum: in the attached mapping document are key performance indicators which are particular to the specific areas of learning within the English curriculum

Planning (implementation):

In Team 1:

A GEP is written for English in line with the whole school approach (please see the Assessment Recording and Reporting policy) to teach the skills described in the Early Years Foundation Stage and the National Curriculum.

The children are grouped according to the bands of development on the EYFS and learning objectives are written to target these.

Sounds time allows for a free flow selection of activities linked to English skills where children are encouraged to explore and investigate. Small groups of children where appropriate will have an adult led 'group time' or 'Work with teacher' to target specific skills according to their Group Education Plan for English (GEP) using the Read write Inc scheme where appropriate.

Opportunities for practicing and embedding English skills are planned for in 'Learning time' which is a free flow selection of activities linked to topics and addressing learning from the EYFS. Children access these activities both as adult led and child initiated experiences. The children's engagement and interest also influence these activities.

Story time is a calming activity after playtime to allow for down time, free reading or story books and information texts. This is also an opportunity for children to hear stories which they may not be able to read themselves.

In Team 2 and 3:

Each teacher will adapt planning for their own class. These plans will follow the structure and format of the Read Write Inc scheme, Share a Story plans, Big Talk and Big Write and Write Dance and Handwriting Time. They should be differentiated to suit each individual's learning needs.

Teachers adapt and follow planning for each session to include:

- Mini class time (or could be a whole class Bucket time)
- Group time.
- Independent learning time (work on own).

Teachers will ensure that sessions are well planned, using clear instructions incorporating a variety of practical (including opportunities for learning outdoors) and real world activities to engage children. The children may be divided into ability groups or mixed groups for activities depending on the lesson content.

There should be opportunities for over learning where needed and to allow children to practice and master their skills.

Planning should take into account time to practice current GEP individual and group targets and give time to practice these skills. There should also be space for adults to feedback to inform future planning, allowing teachers to adapt weekly plans to better suit children's needs.

An example below shows how the structure of English across the week could look:

Team 2 and 3

Week 1 Week 2 Week 3

	Read Write Inc/Write Dance and Handwriting/Big Talk and Write			Share a story – activities should be rotated for each child	
	Mini class time	Group time	Independent learning		
Session 1	Reading focus: <ul style="list-style-type: none"> Speed Sounds Green and red words 	<ul style="list-style-type: none"> Intro the sound/word/story First read 	Vocab activity	During the week, on a rotation in small groups, children can access a 'Share a Story' session in Cedar	Storytime
	Writing focus: <ul style="list-style-type: none"> Speed Sounds Green and red words or Spell check 	<ul style="list-style-type: none"> Building sounds/words /Grammar or Build a sentence Hold a Sentence 	Vocab check		
	Comp focus: <ul style="list-style-type: none"> Speed Sounds Vocab check 	<ul style="list-style-type: none"> Story intro Storytime 	Think about the story		
Session 2	Reading focus: <ul style="list-style-type: none"> Speed Sounds Green and red words 	<ul style="list-style-type: none"> Sound/Word activity or Second read Jump in 	Vocab/think about the story		Read with an adult
	Writing focus: <ul style="list-style-type: none"> Speed Sounds Green and red words or Spell check 	<ul style="list-style-type: none"> Building sounds/words or Think and Write About Hold a sentence 	Build a word/ sentence(s)		

	<p>Comp focus</p> <ul style="list-style-type: none"> Speed Sounds Vocab check 	<ul style="list-style-type: none"> Jump in Act it out 	Think about the story		
Session 3	Write Dance: Big movement to music	<ul style="list-style-type: none"> Sensory mark making Mark making with writing tools 	Independent mark making or motor skills activity		Independent reading
	Handwriting Time: Demo – big movement and mnemonic	Practice – sensory writing and then with pen/pencil	Review – independent mark making or motor skills activity		
Session 4	<p>Reading focus:</p> <ul style="list-style-type: none"> Speed Sounds Partner practice – green and red words 	<ul style="list-style-type: none"> Sound/Word activity or Think about the story Questions to talk/write about 	Vocab/think about the story		Read with an adult
	<p>Writing focus:</p> <ul style="list-style-type: none"> Speed Sounds Letter/Word muddle or Proofread 	<ul style="list-style-type: none"> Writing sounds/words or Write About Partner practice – building words/proofread 	Build a word/Sentence(s)		
	<p>Comp focus:</p> <ul style="list-style-type: none"> Speed Sound Vocab check 	<ul style="list-style-type: none"> Act it out Questions to talk about 	Think about the story		
Session 5	Big Talk: Think about the story	Retell the story	Think about the story		Story time
	Big Write: Think about the story or look at stimulus	Write response to story or stimulus	Share and celebrate writing		
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Planning for Assessment

In order to match work to pupils' ability, diagnostic and formative focussed assessment opportunities will be planned for by individual teachers through the use of:

- The Foundation Stage profile for children in Reception and KS1 and into KS2 where it is appropriate for the child
- Key performance indicators (KPI) for children in KS2
- Group curriculum plans for English
- RWI assessments

Progress is recorded against the group/individual objectives set by the adults working with the children and these should inform and allow teachers to adapt short term planning.

Progress is annotated with dates on the group/individual curriculum plan and highlighted on the electronic assessment tool. New targets are then set. Informal evaluations are also made on short term planning.

Assessments using the Read Write Inc scheme are completed as a baseline where needed and at the end of every term. For those children whose progress is a concern this tracking will be completed half termly.

Homework

Books for shared reading should be sent home weekly and changed on a regular basis.

Children should have access to the 'Busy Things' and 'Oxford Owls' website at home and the link published and made available.

Suggestions of other suitable websites for online learning and suggestions for practicing learning skills through fun practical activities should be suggested on weekly newsletters.

We are also proactive in supporting parents and children to generalise skills learnt in school in alternative environments eg. Sharing story sessions, the purpose of this is to support children with developing skills that benefit them in their day to day life outside of school.