



English Intent

Our intent is to expand and deepen children's knowledge, understanding and interest in English whilst developing a love of reading, writing and discussion across a carefully planned sequence of learning.

At Canonbury, our English curriculum aims to immerse pupils in texts that stretch their imagination and deepen their understanding of and connection with their own experience and the world beyond.

Within the teaching of English, children will gain comprehensive knowledge, skills and understanding to **speak, read and write with fluency**. By studying a range of fiction and non-fiction texts, they progress through a process of **imitation, innovation to invention** to they can **express their ideas** to others.

In line with the National curriculum (2014):

Our curriculum is taught around **carefully chosen texts** that provide a **rich and diverse** literary world that reflects and celebrates the range of identities within our community.

At Canonbury, we use **Talk for Writing** to connect children with texts through discussion, play, drama and story-telling which develops their comprehension and oracy skills. Children imitate and innovate familiar texts and then invent their own versions, writing coherently, adapting their language and style to suit a range of purposes and audiences.

Alongside Talk for Writing, **early reading** skills including **Phonics** are taught through **Read, Write Inc.** scheme of work. In the **daily reading lesson** children are taught to read **fluently and with good comprehension**, developing the habit of reading widely and often for both information and pleasure. By doing this, children will acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.

Children visit our **school library** weekly, where they browse a wide range of texts that they can take home and read for pleasure. We participate in the **Islington Reading Road Map** every year to encourage children's enthusiasm for reading and increase and broaden their experience of texts. Substantial projects in Years 4 and 5 on **Writing through Art** and **Film** respectively provide enrichment, with **World Book Day** and **Poetry Week** activities ensuring a whole school celebration of literacy.

Every classroom has a **reading area** with a broad range of age-appropriate fiction and non-fiction books and children have weekly opportunities to read for pleasure. Teachers timetable **daily story times** for younger and a **class novel** for older children.

The core curriculum and wider opportunities for English are designed to support children to **grow their personalities**, become **inquisitive learners** and **connect with life and the world** beyond themselves, continuously increasing their **cultural capital**.

Early Years

The Early Years Foundation Stage Curriculum supports the development of children's **early reading, spoken language and writing**, which underpin the seven areas of learning.

In Nursery, children learn to **distinguish sounds** within their environment and sing **songs and rhymes** that develop their language skills. The Funky Fingers programme helps them to develop their **fine motor skills**, preparing them for good pen control. Starting in Early Years, the **Read Write Inc. phonics** scheme supports children to recognise sounds and begin to blend them for reading and sound them out for writing.

A range of high-quality texts, including **classic stories and rhymes**, are at the heart of each curriculum topic. Through **shared, guided and independent reading**, children develop their comprehension skills, expressing their ideas through **conversation, story-telling and role play**. Children **learn stories by heart** using Talk for Writing techniques. Questions invite children to elaborate **ideas** and develop their **vocabulary and language** structures.

Throughout the learning environment there is **continuous provision** to support children to write for pleasure and for a purpose, including **writing and reading areas** with resources to support imaginative writing as well as everyday writing such as lists.

Daily story-time broadens children's reading experience, encouraging enjoyment and wonder from engaging with an even wider range of texts including **traditional tales**.

Key Stage One

In Key Stage One, children consolidate and extend **early reading and writing skills**, blending the full range of sounds for reading with greater fluency and comprehension, and sounding them out for writing words and sentences, progressing through the stages of the **Read Write Inc.** scheme

As children move beyond Read Write Inc., **daily reading lessons** and the study of **whole class texts** in English lessons reinforce skills in **predicting** and **sequencing** of events, **retrieving information** from the text and **inferring** character's motivations, dispositions and emotions.

A unit of English lessons progresses from reading into writing and the teaching and learning revolves around a whole class text, often chosen to support **cross-curricular** learning. This approach allows for deep, rich and broad learning in both English and the relevant wider subjects - for example, in Year 2, 'Pattan's Pumpkin' follows a traditional Indian tale, which links to the Geography topic about 'India'. Children have opportunities to **comprehend and connect** with Indian culture through **role play, cooking, dancing and story-telling**.

Handwriting, spelling, grammar and **composition** sessions support children to plan and write with increasing purpose, composing pieces which employ a growing vocabulary and control of simple literary features, in an effective sequence of sentences with a beginning, middle and end.

KS2

The Key Stage 2 curriculum develops children's **vocabulary** and the breadth and depth of their reading, supporting them to become **fluent readers** who read widely and frequently in a range of contexts. In their **writing**, they develop a wide range of vocabulary and **literary features** to choose from as they compose more **complex pieces** which are well **organised**, achieve their **purpose** and **interest** the reader.

In **daily reading lessons** and the study of **whole class texts** children consolidate and extend skills in **predicting** and **sequencing** of events, **retrieving information** from the text and **inferring** character's motivations, dispositions and emotions. In addition, they learn to **summarise, explain author's choices** and **discuss themes**.

In **writing**, children learn to draw together a comprehensive number of **grammar, spelling and compositional skills** to **plan, draft and compose** pieces with **cohesion** between sentences and paragraphs. They practice control of **complex sentences** using **pronouns** and **verb tenses** appropriately and employing correct **punctuation**. They **evaluate and edit** their work, correcting grammar, punctuation and spelling and improving sentences for **effect**. At every stage of the process, children practise **oracy** with opportunities to listen and talk about their reading and writing, through discussion, presentation and role play.