



English and Creative Arts

We are passionate about providing all children with a rich and varied creative curriculum. High-quality and engaging texts will inspire, inform, stimulate, challenge and entertain them. It is through these texts that teachers will offer meaningful opportunities, encompassing; music, dance, drama, art and design. This will harness children's natural creativeness and imagination and will enable them to develop a broad range of transferable skills so that they achieve high standards across the curriculum.

Reading

Writing

Phonics

EGPS

Art

Music

Design and

Technology

Our Vision

The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. With this in mind we put Reading, Writing and Communication at the heart of the curriculum offered at Langshott and we endeavour to provide all children with a high-quality English education. We deliver an engaging literacy curriculum that promotes children's love for reading and enhances their written and oral communication.




Our Aims

The aim of our curriculum is to provide thoroughly engaging experiences for children within a language-rich environment throughout the school so that they can read, write and speak fluently, communicating their ideas and emotions to others. We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion which enables all children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, both for 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 for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Knowledge and Skills

Reading	
Reading is fundamental in modern society and shapes us as critical thinking, learning and questioning citizens. At Langshott we want every child to leave school as a competent reader with a love of books. Learning to read and reading to learn, is the foundation for future education achievement, wellbeing and success in life and therefore underpins our entire curriculum. Being a highly engaged reader has the potential to allow a child to overcome their background. As the singular most important academic skill of our age, teachers have an obligation to ensure every pupil is a competent reader. Children need to see adults loving books, so school staff are encouraged to share their love of reading with the children. Children do not just 'become' readers and reading engagement is not possible if children struggle with the basic mechanics of reading. Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very early stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging.	
Phonics	
Word Reading / Decoding	At Langshott, we use the Twinkl Phonics Programme, which offers a cohesive and whole school approach to the teaching of phonics from the beginning of reception to year 2. Children receive daily phonics lessons, which build on previous learning day on day to help them make expected progress. The lessons follow the cycle of 'Assess, Teach, Practise, Apply' to ensure that children are consolidating phonic knowledge and skills over time and that they are able to apply them in context. Lessons are also supported by weekly decodable minibooks, which are part of our core provision, where children can apply the skills they have learnt in their phonics lessons. As part of our wider SSP provision, there are also follow-up activities that the children can complete independently, in pairs or in groups, which relate to the day's learning.

	Decodable reading books are also provided, matched to the children's phonic phases through the use of use Rhino Readers. We use individual, paired and group reading to teach reading alongside phonics. We also use a blend of e-books and physical books.		
	<i>Please refer to the 'Phonics Policy' for further details on our approach to teaching phonics.</i>		
Comprehension	Whole Class Reading		
	Children learn to develop their fluency and comprehension skills through well-structured whole class reading lessons from Year 1 to Year 6. This is an opportunity for teachers to model the act of being a fluent reader as well as explicitly teaching the skills required to be a reader. Whole class reading lessons focus on three key skills, which we have identified as being the key to unlocking children's understanding of a text. The first lesson in the sequence is always based on developing children's mental models, teaching the background knowledge and pre-teaching vocabulary that is so important to aiding children's understanding of a text. We have developed 'lenses' to sit alongside these skills as a way of exploring the different content domains found in the National Curriculum, allowing children to break down questions into key skills and understand how they are required to approach a text. We use the <i>Point, Evident, Point, Evidence</i> strategy (PEPE) in KS2 to teach the structure of answering written comprehension questions, particularly those that involve using evidence from the text. This strategy provides children with a systematic approach to structuring their answers.		
			
	Vocabulary	Retrieval	Inference
Reading For Pleasure			
Enjoyment and Attitude	Developing a 'love of reading' culture at Langshott is fundamental in shaping our children to become confident and happy readers. Teachers dedicate at least 10 minutes every day to read to their class - fostering a love for reading through exposing the children to high quality literature. Teachers are encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books. In addition, every class will visit the library on a fortnightly basis and teachers will timetable 'reading for pleasure' as often as possible. All children are expected to read at home every day and we ask parents/carers to support their children with this.		

Writing	
At Langshott we use cross-curriculum themes to engage and stimulate writing; adapting planning to suit the children's interest. Children have opportunities to write for a range of purposes. The National Curriculum divides writing into two dimensions (transcription and composition) which have further sub-categories as detailed below.	
Composition	Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting. At Langshott Primary School we have adopted 'The Write Stuff' by Jane Considine to bring clarity to the mechanics of writing. 'The Write Stuff' follows a method called 'Sentence Stacking' which refers to the fact that sentences are stacked together chronologically and lessons are organised to engage children with short, intensive moments of learning which they can then apply immediately to their own writing.
Transcription	Handwriting
	We use a cursive script at Langshott. Children in EYFS are taught letter formation, which includes the lead-ins as this facilitates a smooth transition from print to joined cursive writing. Correct letter formation is vital to ensure efficient fluent writing. Our expectations are that the majority of children will leave year 2 with fluent joined writing. Where children need extra support, specific intervention work will take place.
	Spelling
	Children are expected to know and use the age-related words in their independent writing. Children in Key Stage Two follow the Jane Considine spelling scheme, which uses the children's understanding of phonics to support them with spelling words that are more complex. They will spend time in class looking for words, which share the same grapheme as the words they have taken home for their homework therefore engaging with the spelling of many more words. There are regular spelling investigations and activities, which further support children in their learning of spelling.
Transcription	Grammar
	At Langshott Primary School, we teach grammar in context through their writing lessons and when modelling writing to the children, as well as in discrete grammar lessons. This is in order to support them

	in their understanding and application of the different aspects of grammar. We use the correct terminology with the children and offer opportunities to explore and investigate different rules.
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Language and Communication

Our aim is to ensure that all children gain language and communication skills necessary to provide them with the foundations for future success. We recognise that spoken language underpins the development of reading and writing and is therefore hugely important in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

At Langshott we provide our children with a language-rich environment in which adults engage children in high-quality dialogue and direct teaching so that they can:

- articulate what they know and understand
- develop their knowledge across all areas of learning, using the vocabulary they need to support learning.

We ensure that children are taught the required skills for effective language and communication across the curriculum by:

- encouraging pupils to develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write
- assisting pupils in making their thinking clear to themselves as well as to others
- helping children to articulate their ideas in well-formed sentences, by scaffolding, extending and developing their ideas
- developing and extending children's language through careful and deliberate planning in each area of learning
- providing children with opportunities to repeat and consolidate vocabulary in different contexts
- ensuring that pupils build secure foundations
- teaching pupils to understand and use the conventions for discussion and debate
- enabling all pupils to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances
- actively encouraging and promoting effective communication through:
 - class discussions; in class reflection time; class assemblies; class discussions; School council; events within the community; children's leadership; PSHE; team games and whole school events.

Children are taught when to listen, to know what good listening looks like, and they need praise.