

Curriculum Area: English

Duke of Lancaster will provide students with an outstanding ***holistic, ambitious, diverse, and thoughtfully planned*** curriculum. The school will deliver ***learning opportunities both in the classroom and beyond*** to support the development of everyone's ***social, emotional, and academic skills and knowledge*** to create ***freedom of choice for all*** and the capabilities to lead ***fulfilling lives with independence, success, and confidence***.

Curriculum Intent Statement

At the Duke of Lancaster, our English curriculum is designed to provide a safe, ambitious learning environment that enables learners to acquire the Literacy skills to be successful today yet prepared for tomorrow. We aim to achieve this by providing a range of purposeful opportunities for reading, writing and discussion equipping children with the ability to transfer their English skills to other curriculum subjects and prepare them for the next steps in their journey beyond KS4. Pupils develop a secure knowledgebase in Literacy, which follows a clear pathway of progression as they advance through the primary and secondary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education across the curriculum and our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences to achieve their goals.

All children from KS1 to KS4 are provided with many opportunities to develop and apply their writing skills across the curriculum which is inspired by great texts written by a wide variety of authors alongside short films. Through shared and guided writing sessions, using model texts, which build upon prior knowledge and skills, pupils are explicitly taught how to write within specific genres and which structural and language features to include to be successful. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately as well as adapt their language to not only be able to write with confidence but with the ability to inspire others.

We believe that the best way to ensure that pupils do well academically is to ensure that they become life-long engaged readers who develop their love of literature through widespread reading for enjoyment. Our pupils are encouraged to read for pleasure daily, read widely through our reading scheme as well as frequently use the school library. Teachers read aloud every day providing pupils with a model of fluent reading beyond their independent reading level, exposing them to new authors, texts, genres and vocabulary. We use a wide variety of quality texts and resources to motivate and inspire our children. For our early readers, pupils develop their reading skills using Little Wandle Letters and Sounds daily phonics programme during KS1 and access the rapid catch-up programme in KS2 for those children who have not yet completed the programme. Phonological awareness helps the development of reading by segmenting and blending sounds and the children will be heard reading regularly, both individually and in groups books that are matched to the grapheme-phoneme correspondences pupils have been taught. Once pupils have completed the programme they are placed into guided reading groups where they are regularly assessed so the books they are reading match their reading ability. Our guided reading sessions incorporate clear modelling

and discussion to develop comprehension alongside explicitly teaching new vocabulary enabling children to read with greater understanding, enjoyment and purpose.

We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions whilst providing our pupils with a wide range of opportunities to hear and use good quality and adventurous vocabulary. Correct, standard English is always modelled by the teachers and specialist teaching assistants. Children are taught to use strategies for discussion collaboratively in pairs and groups as well as access drama opportunities to encourage diversity, inclusion, tolerance and acceptance by exploring the perspectives and experiences of cultures from around the world.