



English

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Hello and welcome to our latest curriculum newsletter, this time with a focus on English. Here you will find out some important information to help you keep up to date with all things related to English within school. Thank you for taking the time to read it and if you have any questions feel free to get in touch.

Miss Huxley

English in the Curriculum

At Raddlebarn, we promote high standards of **language and literacy** by equipping pupils with a strong command of the **spoken and written language**, and we aim to develop their **love of literature** through widespread reading **for enjoyment**.

The National Curriculum for English aims to ensure that all pupils:

- ♣ 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
- ♣ appreciate our rich and varied literary heritage
- ♣ write clearly, accurately and coherently, adapting their language and style in and 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
- ♣ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Oracy

"Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language and listening." (Voice 21, 2021). Oracy is vital for our children to develop life-long communication skills. We incorporate oracy strategies across the school through the curriculum in the following ways:

- Part of English teaching sequences and the wider curriculum – e.g. experience lessons, discussions, performance, debating, presenting, reasoning and problem solving, and reciting poetry/rhymes, amongst other strategies.
- Book talk during story time and reading sessions.
- Drama – within lessons and also through regular, longstanding links with the Hippodrome, The Play House, Stan's Cafe and The REP
- Cultural capital opportunities – e.g. enterprise projects and developing young researchers.
- School responsibilities such as school councillors, house captains, eco councillors, arts ambassadors, reading ravers, etc.
- Use of Tales Toolkit, Poetry Basket and other brilliant resources.
- Our collaborative learning approach called Kagan.
- Restorative practice within our behaviour policy.

Reading

Children are exposed to a variety of fiction and non-fiction texts over their school experience through our carefully chosen literacy reading spine. Texts are chosen based on class topics, author focuses, and give children a chance to see themselves in literature, explore the wider world and to use their imagination. We teach reading in small groups in Early Years and Y1 (using the *Little Wandle* approach). Then as children move into Y2, we use a whole class reading approach. We also have a daily story time session to develop reading for pleasure. **Check out more reading news in our reading newsletter next half term!**

Writing and Spelling

We follow Jane Considine's **The Write Stuff** approach when we teach writing. Writing is taught with an awareness of vocabulary, audience, purpose and context, and where possible, links are made to year group topics. Children work through units linked to writing purposes that develop in a logical sequence and are a mixture of experience lessons, skills lessons, teacher modelling, supported practice and opportunities for independence, resulting in a build-up of writing stamina and high-quality outcomes. To support our pupils, they are taught how to use the 3 zones of writing: the FANTASTICS, the GRAMMARISTICS and the BOOMTASTICS; these are introduced gradually over time.

In addition, this year in Y2-6 we have begun using a new spelling programme - also from Jane Considine (**The Spelling Book**) - which aligns really well with our current writing approach. It focuses more on the teaching of spelling rather than the testing of it, and includes weekly spelling activities and investigations which build on the fundamentals of spelling knowledge and skills built up over time.

Poetry Celebrations

Children in the Early Years are immersed in poetry through **The Poetry Basket**, whilst children in Years 1-6 concentrate on poetry each term through their English lessons and through story time – focusing on a particular poet, structure or style. Poetry is a writing genre we have continued to celebrate and develop within the school, and we were really proud of some of our pupils last term, who entered the **Birmingham Cathedral Poetry Competition** focusing on The Commonwealth Games – and we won! Some of our pupils got to meet Poet Laureate Casey Bailey at the awards ceremony. On top of this, some of our runners up also got the chance to be involved in a podcast about the arts. It was great fun recording the poems for the **Just The Tonic** podcast. You can still catch up with the podcast here:

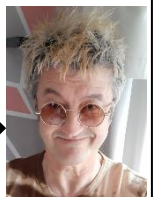
[The Power of Poetry with Ian McMillan - Just The Tonic with Katie Derham](#)



Our pupils meeting Casey Bailey.

English events coming up:

- National Story Telling Week
- Stories Around the Campfire (*rescheduled from Nov 22 – details to be confirmed*)
- Visit from a performance poet - Spoz
- Roving Book Fair
- World Book Day
- Local Library visits



Take a look at our previous newsletter about our phonics and early reading approach here: [Curriculum-Newsletter-Phonics](#).