



Curriculum Statement for English

Rationale

Our English curriculum provides our children with the skills and knowledge to read, write and communicate with confidence. We aim to do this by:

- Promoting a culture of reading and writing through a range of creative, engaging and inspiring experiences
- Developing a love of books and reading which will support learning across the curriculum and throughout their lives.
- Selecting vocabulary-rich books to both stimulate and challenge our children, leading to high-quality writing outcomes.
- Teaching reading fluency and comprehension
- Teaching basic skills for writing: grammar, punctuation, spelling and handwriting
- Teaching children to write for a range of purposes and audiences, using precise and ambitious vocabulary.
- Developing the confidence of pupils to express their opinions orally and in writing
- Valuing our literary heritage and celebrating cultural diversity.

Curriculum Intent

At Cononley Primary School, the programmes of study for the National Curriculum for English at Key Stage 1 and 2 are outlined in our English Curriculum with some additional content which has been included to meet the needs of our children. (See link on web-site)

In EYFS, pupils are taught the basics of English using our Early Years curriculum for Communication and Language, Physical Development and Literacy. Aspects of each curriculum area form the foundation of skills and knowledge which link to the English Curriculum for Key Stage 1 and 2. This ensures progression as pupils move from EYFS to Key Stage 1. (See link on web-site).

Curriculum Implementation

Please see the documents on the web-site which outline the intent and implementation of Reading and Writing at Cononley from EYFS, Key Stage 1 and Key Stage 2.

Progression and Assessment

EYFS

Regular observations and assessments of learning are recorded using an on-line journal (Tapestry) and contribute to a summative assessment at the end of EYFS using the Early Years Outcomes for Communication and Language, Physical Development and Literacy.

Key Stage 1 and Key Stage 2

Please see Assessment policy for details of how English (Reading and Writing) is assessed at Cononley Primary School.

Impact

The impact of the curriculum will be reviewed (during the year and at the end of the year), through observations and assessments of pupils' learning, work scrutiny and through pupil discussions about their learning. Data from National Tests will also be analysed for impact.

Data from National Tests 2019

The 2019 EYFS Outcomes, Year 1 Phonics Check, Key Stage 1 and 2 SATs results show the impact of teaching and learning at Cononley Primary School.

EYFS

In 2019, 94% of pupils achieved expected or exceeding (6%) in the Early Learning Goal for Reading.

88% of pupils achieved expected or exceeding (6%) in the Early Learning Goal for Writing.

Year 1 Phonics Check In 2019, 94% of children passed the Year 1 Phonic Screening test compared to 91% in 2018 (82% nationally in 2019). Cononley Primary School continues to achieve above the national average.

50% of those children who did not achieve the screening check in 2018, achieved the pass mark in June 2019.

Key Stage 1 2019

Key Stage 1 Data 2019

	% Cononley children achieving age related expectations or above at the end of Year 2:	% children nationally achieving age related expectations at the end of Year 2 (2018- data for 2019 not yet released):
Reading	81% (19% at Greater Depth)	75% (25% at Greater Depth)
Writing	76% (5% at Greater Depth)	69% (15 % at Greater Depth)
Maths	81% (14% at Greater Depth)	76% (22% at Greater Depth)
Reading, Writing & Maths combined:	71% (5% at Greater Depth)	65% (9% at Greater Depth)

Key Stage 2 2019

KS2 Data 2019

	% Cononley children achieving age related or above expectations at the end of Year 6:	% children nationally achieving age related or above expectations at the end of Year 6 (2019):
Reading	86% (33% at Greater Depth)	73% (27% at Greater Depth)
Writing	90% (10% at Greater Depth)	78% (20% at Greater Depth)
Maths	90% (33% at Greater Depth)	79% (27% at Greater Depth)
Grammar, Punctuation & Spelling	86% (29% at Greater Depth)	78% (36% at Greater Depth)
Reading, Writing & Maths combined	81% (14% at Greater Depth)	65% (11 % at Greater Depth)

Progress in English
from KS1 to KS2
2019: (in line with
average)

Reading: +1.07

Writing: +0.87