

## Curriculum Principles

### English

#### **By the end of KS2, students of English at Music Primary will:**

- be confident and proficient speakers and listeners, possessing an extensive breadth of vocabulary to enable them to effectively communicate which is fundamental to life chances and underpins reading and writing development at the academy
- be well-versed in a range of fictional forms such as poetry, scripts, novels and short stories; non-fictional forms studied will include letters, speeches, diaries, essays and articles. This enriching and challenging experience of the world of English is sequenced to build on prior knowledge, ensuring that students encounter a wide variety of perspectives, cultures and historical contexts.
- know how to be able to craft their writing to match the conventions of a wide variety of forms. Students will be able to make informed choices regarding voice, language, structure and grammar to manipulate readers in a variety of contexts.

On leaving Music Primary, students will have developed a flare for writing and a love of reading.

#### **In order to achieve a true understanding of English, schemes of work have been intelligently sequenced based on the following rationale:**

- each academic year, students are exposed to high quality class novels which build on the strong foundations of the previous year. Students will be gradually exposed further to the challenging world of English as the work through each year group's LTP, ensuring mastery of the important knowledge and processes involved in their Reading Reconsidered lessons and IPEELL lessons (writing)
- within each scheme of work, key knowledge is taught and re-visited through 'Do Now' and Morning Meeting, Morning and repetition of key skills. Schemes of work allow for key ideas to be added to and teachers have autonomy to tailor the new knowledge based on the changing needs of the students each time they re-visit an area of a key concept or knowledge in reading or writing
- grammar and vocabulary are taught both discretely and also interweaved into lessons so that they are contextual in order to aide metacognition through a carefully sequenced overview
- Reception begin their journey to fluency by taking part in daily phonics sessions, following the research informed Ruth Miskin SoW which continues into KS1 where IPEELL lessons are also introduced
- throughout KS1 and KS2, students have daily whole class instructional 'Reading Reconsidered' sessions that are explicitly designed to deepen their understanding a text.

#### **At Music Primary, the English curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:**

- by providing opportunities for all students to appreciate a very broad variety of texts written in a very broad variety of contexts with situated purposes, we intend to increase the cultural capital of all students allowing them to access concepts and moral standpoints at least as well as their more advantaged peers.
- through selecting texts from a wide variety of cultural contexts, students' understanding and empathy for a wide variety of cultures is deepened.
- oracy skills have been proven to be instrumental to a child's future success. Regrettably, students from disadvantaged backgrounds do not always receive the same opportunities to develop this skill. The English curriculum aims to challenge this through Stretch projects with an emphasis given to explanation and debate.

#### **We fully believe English can contribute to the personal development of students at Music Primary:**

- by selecting a wide variety of texts which provide contrasting viewpoints regarding a range of moral issues, the English curriculum provides a wealth of opportunities for students' moral development through understanding perspectives that differ from those shared by their own communities which promotes cohesion and empathy.

- through selecting a variety of non-fiction texts in all year groups, ranging from topics such as the Shang Dynasty and healthy eating to sustainability and environmental issues, many opportunities for personal development are provided

