ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

English Curriculum Overview

2026/27

Subject Leader: Mrs Helen Porter

BARROW U.R.C. PRIMARY SCHOOL

ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER
TO BECOME THE BEST THAT WE CAN BE

Intent, Implementation and Impact

Our Vision

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



Achievements & Aspirations



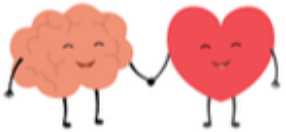
Active Citizens



Diversity



Healthy Advocates



Resilience

Intent

At Barrow URC Primary School, we strive to help our children develop into articulate and imaginative learners, who can confidently apply essential literacy skills they need in order to become life-long learners. We aim to ensure all of our children develop a genuine love of language and the written word, through a thematic, text-based approach.

We believe that the ability to read and write are fundamental to pupils' development as independent learners, during their time at primary school and beyond. We strive to give children the necessary tools to be able to communicate confidently, effectively and creatively through both written and spoken language. We ensure that children develop an understanding of how widely reading and writing is used in everyday life and, therefore, how important and useful the skills are that they are learning

English at Barrow is not only a daily, discrete lesson, but is at the cornerstone of the entire curriculum: it is embedded within all our lessons. Through using high-quality texts, immersing children in vocabulary-rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at Barrow will be exposed to a language-rich, creative and continuous English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful, confident speaking and listening.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and 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.

The National Curriculum 2014 forms the basis for our English curriculum; through this we build in the skills and knowledge necessary for our students to be prepared for Secondary School and equipped for life. The skills that are taught in English are central to all of the learning that takes place in school and, as such, we ensure each child will experience at least an hour of interactive and effective English teaching every day, which is supplemented by regular enrichment activities. In Foundation Stage, the timings will reflect the stage of development of the children.

Through regular assessment for learning and evaluation of the strategies we use in school, we are able to deliver high quality teaching and learning opportunities that best suit the needs of the children and enable them to reach their potential in all aspects of English. Delivery of the programmes of study in English is adapted so that it is relevant, personalised and encompasses the broad and balanced curriculum delivery that we strive to achieve. Pupils are provided with opportunities to develop and extend their English skills in and across the curriculum.

Lessons will focus on teaching and learning in the following aspects of English.

1. Speaking and listening
2. Reading (including Phonics and Guided Reading)
3. Writing (including Spelling, Grammar and Handwriting)

Learning experiences will take the form of group work, paired work, whole class teaching and independent work and will provide pupils with a variety of learning opportunities that address all types of learners.

In the Foundation Stage (Reception) children should be given opportunities to:

- Speak and listen in a variety of contexts and groups sizes and represent ideas in their activities;
- Use communication, language and English in every part of the curriculum;
- Become immersed in an environment rich in print and possibilities for communication.
- Develop a love of books and stories through regular story telling; hearing stories and poems; constant access to a range of books that are regularly changed and displayed in inspiring and motivating ways and through watching reading modelled by all adults.

At Key Stage One (Years 1 and 2) children should learn to:

- Speak confidently in a widening range of situations and for different purposes, and listen to what others have to say;
- Write independently and with enthusiasm using language to explore their own experiences and imaginary worlds; they should also have regular opportunities to see high quality writing modelled by adults.
- Use new vocabulary in different contexts
- Read with increasing independence out loud to adults and quietly to themselves.
- Love books, stories and poetry, through regular class reading, guided sessions, independent reading and exposure to high quality book selections which are constantly refreshed and displayed in exciting and varied ways.

At Key Stage Two (Years 3-6) children should learn to:

- Change the way they speak to suit different situations, purposes and audiences and become active listeners who can offer relevant responses in a range of situations and group sizes.
- Read a range of texts and respond to different layers of meaning in them, both written and orally. They should explore the use of language in literary and non-literary texts and learn how the structure of language works through whole class, guided and independent reading sessions. Principles
- Write independently using language features appropriate to their age and ability and for varying purposes and audiences.
- Become increasingly familiar with a widening range of vocabulary and use new words in different contexts.
- Love books and poetry, through constant exposure to high quality books being read to them and also available for them to read independently. They will hear fiction read regularly by adults modelling different reading styles and be excited by books and stories through their exposure to books displayed in inviting and motivating ways.

Implementation

We will use the following approaches in our teaching of English:

- Daily English lessons are timetabled.
- Reception and Year 1 pupils have timetable, daily Phonics sessions.
- In addition, all children have 4 Guided Reading Sessions per week,
- Every year group visits the school library for a 30-minute session per week,
- A minimum of 7.5 hour teaching each week in each class in English.
- We use Letterjoin to support the teaching of handwriting.
- Each class has a spelling lesson and homework to support the development of spellings using Spelling Shed.
- In ensuring high standards of teaching and learning in English, we implement a bespoke English Curriculum; which is based around high quality literature,
- Great emphasis is placed upon Reading for Pleasure at Barrow, on a daily basis children have a wealth of stories and poetry read to them by and adult.
- We teach specific key vocabulary for pupils to use, modelled by the staff;
- Lessons which are closely linked to the English Skills & Knowledge Progression, ensuring progression and depth of knowledge and skills;
- Cross-curricular learning and activities to support subject knowledge in different situations e.g. Geography, History, Maths, DT, Science and Art;
- Questioning and to support learner's knowledge; and to encourage pupils to apply their learning in an open manner that creates discussion and debate within class;
- Trips and opportunities such as experts who enhance the learning experience for the pupils, including author visits and theatre trips.
- We inspire of children to consider future English related careers for example… We are editors.

Speaking and Listening

At Barrow URC Primary School, we believe that Speaking and Listening plays an essential role in our pupils' ability to develop the important skills needed to access all other areas of the curriculum. Without the ability to communicate verbally with others and understand verbal communication, writing and reading becomes a distant goal. Therefore, the emphasis in English in the early years of school, particularly in Foundation Stage, must be on developing the skills involved in understanding the grammar and conventions of speech. Only then will pupils be able to make the important connections between written and verbal communication. Opportunities for speaking and listening are included in every aspect of the curriculum and use of 'talk partners' and group work is seen as a key strategy for practising structured conversation and using technical vocabulary. Drama skills and collaborative strategies are employed wherever appropriate to guide speaking and listening activities and children are encouraged to join in with these activities.

Reading

The teaching of reading is broken into two strands: word reading and comprehension. We strongly believe that teaching pupils to read is not sufficient to enable children to become a lifelong reader and that, along with teaching pupils the different ways of decoding text, we also need to teach pupils to love books and enjoy reading. We provide many different opportunities for this to happen:

- The school boasts a host of reading rich environments including Starbooks Café, Reading Journeys displays, interactive timelines and Poetry Blackboards.

- Children are emersed in both quality core and supplementary text to enhance the teaching of English. These text are carefully mapped out to ensure children have opportunities to learn using a range or genres.

- Opportunities to access the new school library are timetabled for every class weekly. Children choose and are issued with a book of their choice and pupils are taught how to select books they enjoy. Children from Key Stage 2 receive library training from the school's librarian and Year 6 Librarians are allocated.

- All classes have a reading area displaying books in interesting and exciting ways with a variety of texts including fiction, non-fiction and poetry, that reflect the different interests and abilities within the class. The books are updated regularly in order to keep the element of excitement, particularly in key stage 2 where pupils can easily become disinterested and motivation to read books becomes more difficult to attain.

- Books across the school are regularly audited in terms of appropriateness and assessed as to their popularity and, whenever possible (through fund raising and book fairs), new books are added in the library and book areas in school.

- All pupils are given a home reading book from the school's reading scheme (Bug Club) or Floppy Phonics (Reception ONLY). This can be accessed on an electronic device or through use of a physical books. They are expected to read at home at least three times a week and this should be recorded in their home reading diary. Home reading books contain a wide variety of fiction and non-fiction books that are banded and colour coded. EYFS and KS1 benefit from using phonically decodable books and our range of books supports this.

- All pupils have an opportunity to read with the teacher or member of support staff during guided reading sessions or one to one reading sessions depending on the needs of the children in the class. The Bug Club Guided Comprehension Reading Books are used in guided reading, these are taught at the child's reading ability level.

- All classes are read to by the teacher on a regular basis and the class novel is used as a teaching and learning tool to discuss new vocabulary or inspire writing opportunities.

- All children follow the Poetry Pathway have regular opportunities to read, recite and perform a range of poetry.
- Children are exposed to good role models for reading through regular modelling by teachers, support staff and other adults/visitors in school.
- Opportunities are often planned to encourage reading throughout the school, e.g. book fairs, book weeks, world book day vouchers, assemblies, competitions, visits from Authors and Poets.
- Stories form the basis of our early introduction to language patterns and conventions and are essential to our understanding of how words fit together and their meaning; they also form a big part of our culture and heritage and, for these reasons, stories are central to the teaching and learning for every child at Barrow regardless of age or ability. In order to ensure story patterns are learnt and internalised by the children, every teacher provides opportunities for the children to be exposed to story language through class novels and, where possible, learn stories off by heart.
- Brilliant Book reading list for each year group are displayed on our school website to encourage children and parents to read a range of quality text.
- We regularly educate parents to help support reading at home with their child for both reading development and pleasure.
- We run a book club for keen readers to encourage regular reading for pleasure and the school library is open regularly at lunchtime to enable pupils to access books freely in their own time.
- Our unique reading reward system has been designed by teachers to promote reading, encourage children to read independently and most importantly, to promote a life-long love of reading.

Phonics

In EYFS and KS1 we use is Red Rose Letters and Sounds programme. The scheme is not acknowledged by the DfE as meeting, however it fulfils ALL its criteria for an effective phonics-teaching programme. It is a highly structured, linguistic programme, which is all about sounds.

This phonics programme offers a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. The Sounds-Write programme provides fast and effective teaching for children at all levels. Lessons are clearly structured and follow within a systematic, synthetic phonics approach. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a daily basis until all children achieve the automaticity that underlies the fluency of every successful reader.

The children are placed in mixed ability groups and cover 5 sounds in one day. These sounds are then repeated over a week or 2-week period. This gives children the opportunity to use the variety of sounds all together, rather than separately.

Discrete phonics teaching continues into Key Stage 2, and for as long as necessary, for pupils who require extra support and learning time to focus on securing their phonics knowledge. We work within all Key Stages to ensure that all pupils who would benefit from extra phonics teaching receive it. Any pupil, who has not reached the expected phonics level by the end of Year 1, as assessed by the national screening check, receives additional phonics intervention within Year 2, so that they can catch up with their peers.

To support our children who struggle with phonics and have gaps in their learning, we use Lancashire based interventions across school. In key stage 1, children access 'Fast Track Phonics' and, in Key stage 2, children access 'Bounce Back Phonics'.

Guided Reading

Across the school, whole-class guided reading sessions occur 4 times a week for around 25 to 30 minutes. We use the Bug Club Guided Comprehension Scheme to teach guided reading across both Key stages. Our sessions focus on a variety of reading skills such as; inference, prediction, summarising and identifying how language, structure and presentation contribute to meaning. Lessons are structured using a workshop approach.

Children are encouraged to discuss texts as a class, work collaboratively as well as independently and be able to use the text to support their answers in a variety of questions. During our guided reading sessions, we ensure that the children are exposed to a wide variety of text and authors throughout their time at Barrow. This includes a variety of styles of narrative, as well as a wide variety of authors, non-fiction texts and poetry.

Poetry

Poetry is an integral part of the English Curriculum at Barrow. Through our bespoke Poetry Pathway, each year group studies and has the opportunity to compose at least two types of poetry throughout the year, as part of the English Curriculum. In addition, class teacher read poetry to their children during daily whole class story time. Our Poetry Pathway identifies three poems that each year group are given the opportunity to learn, re-read and recite core poems. They are exposed to a range of diverse poetry from around the world. They can recognise and join in with repeated phrases and words. Our children can identify and discuss favourite poems and poets, using appropriate terms (poet, poem, verse, rhyme etc.) and referring to the language of the poem. Children are Barrow are given opportunities to celebrate poetry during our annual poetry festival and poetry speaking competition.

Writing

Reading is an essential component in teaching and learning of writing and is embedded in the model we use for teaching writing skills. The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. All English units follows a specific teaching sequence: Creating Interest, Reading: (including Reading and responding Reading and analysing), Gathering content, Writing and Presentation. Each unit of work should result in at least two (and possibly three) extended, written outcomes. This allows children several opportunities to practise and apply newly acquired skills in context. Outcomes are identified as follows:

1. Scaffolded outcome

This is completed on a daily basis during the writing phase. It is supported through daily, whole-class, shared and modelled writing. It may be further supported by small-group, guided writing for some pupils. Each section is supported through teaching, with the children working on their own version following the teacher's model.

2. Independent extended writing outcome

This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc.

Crucially however, **there should be no adult modelling of writing to support the completion of this second outcome.**

As well as giving children another opportunity to apply their skills, this outcome is very useful to inform assessment and next steps in teaching and learning. Consequently, feedback and marking for this outcome might be less in-depth and feature on completion of the piece only. This provides an ideal opportunity for pupils to make improvements to their independent writing via redrafting and self-editing. The piece can still be used for assessment purposes, provided that the process is not over-scaffolded by the teacher and is the result of the child's own improvement.

3. Cross curricular application

This works best for non-fiction units. It usually takes place some time after the completion of the English unit and in another area of the curriculum. This provides opportunity for children to revisit text types and revise skills. Pupils should be given time to refresh their knowledge and understanding of the text type, looking back at their own writing and prompts created. Again, this outcome is particularly useful for assessment purposes and children should be given opportunity to edit and improve their own writing.

Before any new form of writing is attempted, pupils are immersed in the reading of that text type. There are also many regular opportunities to see the writing modelled by the teacher before pupils are guided through the writing process. Throughout a unit of work, children are given weekly opportunities to write independently at length and at a pace appropriate to their age and ability. When a writing genre is taught, the pupils are given numerous opportunities

to practise and cement this learning and progress further in this text type through cross curricular writing tasks linked to their topics and other subject areas such as Science. In key stage 1 and key stage 2 all children, regardless of ability, are expected to take part in a weekly independent writing session, which allows them the chance to practise and embed the writing styles and associated skills completely independently, using the genre toolkit they have developed whilst learning to write in the particular genre style. The teaching of writing encompasses transcription (including spelling and handwriting), composition, vocabulary, grammar and punctuation.

Handwriting

In EYFS, the focus is on pencil control and letter formation with lots of opportunities given for mark making for those children not ready to write letters, and planned activities to practise fine manipulative skills. The school uses Letter join scheme to teach handwriting. From Year 2 onwards, handwriting is taught through regular short sessions in order to focus on letter formation and the conventions of handwriting; in other year groups it is practised through editing writing, spelling sessions and alongside other curriculum areas, with a particular focus on presentation and fluency. This is detailed in our school's Handwriting Policy.

Grammar and Punctuation

The teaching of grammar and punctuation is taught through daily grammar and punctation starters using the i-model approach and through modelled writing. In each year group, a variety of genres are taught, practised and applied through other areas of the curriculum. Wherever possible, the teacher plans opportunities for children to visit every genre style each year, although some of the genres will be taught in more depth than others.

Spelling

Spelling is taught regularly using the 'Spelling Shed Scheme' from Year 1 upwards. Where appropriate and possible, it is taught in small ability groups or, if necessary, on a 1 to 1 basis. Throughout school, children are taught to spell through the letters and sounds phonics phases, with children in Key Stage 2 being taught appropriate year group spellings. Regularly, pupils are tested on a spelling rule, a particular grapheme they have learnt and practised throughout that week, or on the specific year group spellings.

In Key Stage 2, a variety of spelling elements will be displayed in each class, including: commonly misspelled words, National Curriculum year group spellings are reflected in the 'Spelling Sheds Scheme'. In addition children practice the common exception words for their year group. We set high standards and have high expectations of spelling in all of the pupils' books.

Planning

Our English plans are based around high quality literature. Our detailed long-term plan and core text list ensures coverage in every year group is varied and appropriate and that coverage of all of the relevant genres is even. However, this is not exclusive and does not prevent the teaching of other genres deemed

to be most appropriate by the teacher. The long term plan will be evaluated regularly in consultation with all of the staff in school and changes will be made to suit the needs of the learners on a regular basis including text types used.

Each week, teachers plan valuable lessons, which enable all children in the class to make progress and achieve their best. Planning is for the adults in the room and should be a useful and fluid process that can be changed and adapted to suit the needs of the learners on a daily basis. Staff all use the planning backwards approach.

Homework

English homework will consist of weekly spellings, reading at home and regular 'Pick and Mix' English based homework. These are posted on the school's Home learning platform – Seesaw. We believe that homework is not done for the sake of it, but in order to move learning on and practise only those skills that parents could help us to embed and to extend learning in English outside the classroom.

Impact

Assessment of attainment in English is carried out in a number of ways, both informally and through formal assessment. The following are used on a regular basis:

- Writing is assessed through regular teacher assessment. This judgement is made using the children's independent writing and other writing across the curriculum along with specific English tasks. Teacher assessments are moderated with colleagues/SLT in school and colleagues within other schools. Assessment data, including end of year assessments and baseline assessments, etc. is used to help set end of year targets in reading, writing and grammar.
- Assessment for learning.
- Peer assessment of pupils work.
- Spellings, Punctuation and Grammar are currently assessed four times a year using the Rising Stars age related assessments.
- Reading comprehension is assessed four times a year using the Bug Club Comprehension reading band related assessments from Year 1 to 6.
- Phonics is assessed both at the end of each phase and termly. Progress is tracked using the LCC Phonics tracker.
- Pupils' progress and achievement in English are assessed and tracked on a termly basis through assessment data, which is entered onto our school tracking system on TDrive. Data is then analysed by all staff and SLT. Pupils are tracked against different criteria including higher achieving learners and those classed as pupil premium.

- Regular pupil progress meetings are held throughout the year to discuss any children who are not achieving their potential in reading and writing, and steps are put in place to address the issues, such as extra adult support, intervention programmes etc.
- Pupils' independent writing is self-edited with support from the class teacher and, where appropriate, peers. Any detailed feedback in English should take place during the guided writing or planning opportunities (see marking and feedback policy).

Monitoring of the standards of teaching and learning and progress made by the pupils in English across the school is the responsibility of the head teacher, subject leader, English governor and members of the SLT. Monitoring will include scrutiny of books, lesson observations, pupil interviews, analysis of data, fluency assessments and staff meetings to evaluate effectiveness of policies. The results of any monitoring undertaken by the subject leader will be shared with the staff, either formally or informally, form the basis of the English action plan and be used to identify future training needs.

- Reflection on standards achieved against the planned key enquiry questions;
- Pupil discussions about their learning,
- Marking and feedback to further inform planning,
- Sticky knowledge will be assessed by revisiting topics taught during Pupil Voice sessions,
- Pupil will have an increased subject specific vocabulary,
- Learning will be assessed through the implementation of subject specific a consolidation task,
- Children will be inspired to follow future careers related to this, e.g. We are Immigration Officers, We are Archaeologists.

English in EYFS

Through the use of play and structured activities, we cover the Early Learning Goals as set out in the updated EYFS framework September 2021. In foundation stage we:

- plan for and provide opportunities and encouragement for children to use their skills in a range of situations and for a range of purposes
- support and develop children's confidence
- enable children to build their communication skills which will help them to build social relationships
- plan activities and experiences that engage all the senses, including music, songs, rhymes and dance
- plan lots of opportunities for children to interact with others
- give children daily opportunities to share and enjoy a wide range of fiction and non-fiction books, rhymes, music, songs, poetry and stories
- allow children to see adults reading and writing and encourage children to experiment with writing themselves
- plan an environment that is stimulating for children from all backgrounds and cultures
- give children the opportunity to use ICT as an alternative form of communication
- provide time and relaxed opportunities for children to develop spoken language through sustained conversations between children and adults

- show particular awareness of, and sensitivity to the needs of children learning English as an additional language
- link language with physical movement through the use of action songs and rhymes
- actively involve parents in the development of their child's language skills.

English and SEND Provision

At Barrow, we believe in the importance of quality first teaching as the key strategy for raising standards in English throughout school. Intervention programmes will only be put in place for pupils who are consistently underachieving in English. At this point, the English subject leader, in consultation with SLT, will introduce the relevant intervention programme and ensure all staff required to deliver the programme have sufficient training.

Wherever possible, all support staff will receive training of current intervention programmes to allow them to deliver these to pupils in a way that will help to raise achievement of identified children and to raise standards in English. The intervention programmes that may run include:

- IDL
- Toe-by-toe
- Fast forward grammar
- Fast forward Spellings
- Fast track phonics
- Bounce Back Phonics
- Key stage 1 and 2 booster programme, which is also used in school and will be used to address underachievement in reading and or writing. This will be delivered throughout school on a needs basis, depending on budgetary constraints.

It is the responsibility of the class teacher to liaise with the relevant support staff member to discuss any baseline data for that child before the programme begins and to assess each child after to ensure that progress has been made. These children should also remain a focus on class action plans to ensure progress continues once the programme has ended. It is understood that the same children should not be taking part in intervention programmes year after year, as the necessary progress should be made by each child to bring them back in line with the expectations for their age group. If necessary progress is not being made, the subject leader and class teacher, along with the SLT, will review and analyse the success of the programme and appropriateness of the children selected for the programme.

More able pupils who consistently display ability in English above that of their peers, achieve above average results for their appropriate age and make above average progress will be recorded by the head teacher at Pupil Progress meetings. This progress and attainment will be monitored to ensure these children are given access to learning that offers them breadth and depth of the subject and allows them to master the skills through the challenges offered to them.

At Barrow we offer opportunities for these children to take part in poetry workshops and Young Writer
Competitions. In Key Stage 1, we take part in a Fantastic Book Awards and in Key Stage 2 Brilliant Book Awards and the Carnegie Shadowing Scheme each year.

Pupils who need additional support in any aspects of English will have identified targets for these areas on their own 'Targeted Learning Plan'. Pupils on the SEN register will have full access to every part of the English session and independent work will be set at an appropriate level for each child, which will give them plenty of opportunities to practise and consolidate learning targets from their TLAPs.

English and Identifying The More Able Learner

In English, we use these criteria to identify the characteristic of the More Able Learner;

- Be fascinated by, or passionate about Reading or Writing, enjoys learning new knowledge and wants to be a successful learner,
- Achieves, or shows potential in a wide range of contexts across either Reading or Writing
- Works flexibly, processes unfamiliar information and applies their knowledge of English experiences and insight to unfamiliar situations,
- Communicates their thoughts and ideas well in English,
- Demonstrates create flair in both writing or talking in imaginative and coherent ways
- Uses any suitable opportunities to produce work that is substantial and obviously the product of sustained, well-directed effort.
- Shows advance communicative skills
- Has the ability to take on demanding tasks, using higher order skills to compare and synthesis information from a wide range of sources
- Using reasoned arguments, in both spoken and written language, whilst justifying opinions convincingly.
- Understanding the nature of language and showing a special awareness of features such as rhyme, intonation or accent in spoken language, and the grammatical organisation of written texts.
- Knowing how to select carefully from their own vocabulary and knowledge of language to achieve their purpose and engage their readers.

It is important that higher ability in English is also demonstrated in different areas of the curriculum.

English and Provision for the More Able

At Barrow, we ensure that those children who display characteristics of a more able learner in English are provided with opportunities that regularly stretch and challenge them to a deeper level. Some ways that we do this are:

Creative Flair: Opportunities to respond to a range of stimuli including pictures, re-telling stories from the point of view of a different character and changing the ending of well-known stories – *what would happen if..?*
Stamina and Perseverance: Opportunities to write using chapters, using technology to broadcast stories as a series of chapters and creating scripts for a drama using episodes and "cliff hangers"
Communication Skills: Exploring how drama and humour can be used to draw and keep the attention of an audience, exploring the language of poetry eg metaphor, simile, personification and using them inappropriately eg in a letter of complaint, an instruction leaflet etc
Ability to take on Demanding Tasks: Using HOTS (higher order thinking skills) to compare and contrast reports eg the same incident covered in a newspaper, from the BBC news, from Twitter etc.
Arguing and Reasoning: Present the defence for a character using reasoned arguments, in both spoken and written language. Choosing characters whose behaviour is difficult to justify will encourage in depth study and thinking. Opportunities to take part in formal debates within school or inter-schools
Awareness of Language: Explore and experiment with sentences to consider the impact of grammatical organisation on the reader