

English

Intent, Implementation and Impact Statement

Intent

Our English curriculum leads to confident, independent learners, who have a passion for reading and writing and are prepared for the next steps in their learning journey. Whilst a number of pupils enter the school with limited vocabulary, all pupils are exposed to a wide range of texts and writing opportunities which allow them to reach their potential.

Through our curriculum, we ensure that pupils have the basic skills required in speaking and listening and reading and writing. We build on prior knowledge and follow a defined sequence to ensure progression is made towards the end of key stage goals. We encourage children to be independent, resilient and reflective learners who can apply their skills to other subjects.

All children are encouraged to participate in class discussions and collaborative learning to develop their speaking and listening skills and develop their confidence.

We will instil a love of reading for pleasure as well as developing reading comprehension.

Through our English lessons, children produce writing in a range of styles, for a variety of purposes and audiences.

Implementation

Writing

All learning is underpinned by speaking and listening and topics are planned around exciting themes, linked to the Cornerstones Curriculum. Due to the cross curricular links, children are able to develop a bank of exciting vocabulary which they use across all lessons. As this helps to embed it in their long-term memory, they are more able to confidently apply it in their own work.

Through our English lessons, we aim to provide a wide variety of writing experiences for different purposes and audiences. We also promote the importance of writing across the curriculum. Across the federation, staff follow the 'Writing Steps to Success', which ensures a consistent approach to teaching writing and which provide children with a clear structure to plan, write and evaluate their work.

The steps are as follows:

- Introduce the text type (Sharing examples and discussing their features)

- SPAG (Carrying out Spelling, punctuation and grammar activities which will support the text type)
- Writing together (Creating models as a class and creating collaborative pieces)
- Independent writing
- Editing and improving

We encourage all learners to be reflective and often share good quality work through feedforward marking to inspire children as well as model the process of improving work too. Children are then given the opportunity to self-edit and peer-edit their written work to ensure it is the best it can be and recent learning has been applied to written work.

Reading

A love of reading is promoted through high quality texts in reading lessons, class readers and a range of books available to read at home (both book-banded and free readers from the library). Children at the Junior School are given the opportunity to visit the library once a week during lunchtime and also during Golden Time. Annual reading competitions take place to encourage to encourage reading for pleasure and to celebrate those who read regularly.

The teaching of reading begins in the foundation stage with both word reading and comprehension. Children are taught to decode and recognise words in English and phonics lessons. Phonics is taught using the Sounds Write approach and daily lessons take place in the foundation stage and KS1. Reading comprehension is taught using the reading domains:

- 1a Draw on knowledge of vocabulary to understand texts
- 1b Identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c Identify and explain the sequence of events in texts
- 1d Make inferences from the text
- 1e Predict what might happen on the basis of what has been read so far
- 2a Give / explain the meaning of words in context
- 2b Retrieve and record information / identify key details from fiction and non-fiction
- 2c Summarise main ideas from more than one paragraph
- 2d Make inferences from the text / explain and justify inferences with evidence from the text
- 2e Predict what might happen from details stated and implied
- 2f Identify / explain how information / narrative content is related and contributes to meaning as a whole
- 2g Identify / explain how meaning is enhanced through choice of words and phrases
- 2h Make comparisons within the text

These reading domains are explicitly taught to children through our reading lessons. Across the federation, staff follow the 'Reading – Steps to success.'

The steps are as follows:

- Model the skill
- Practice the skill
- Look at different graphic organisers (question styles)
- Independent tasks

Impact

Writing

Writing walls show a consistent approach to the teaching of writing across school and the steps are also evident in pupils' English books. Pupils can confidently discuss different genres and their common features. Children are aware that writing is a process involving gathering ideas and vocabulary, planning, drafting, editing and improving. Pupils can correctly use SPaG terminology when discussing their work, their progress and their targets.

Reading

Children have a love of reading and can discuss texts and authors they have read. Children read for pleasure regularly at home and make use of the library. By the end of KS1, children have a secure understanding of the initial and extended code and are able to apply the skills of segmenting, decoding and blending. In KS2, children can apply their code knowledge and these skills to polysyllabic words of increasing difficulty. Children can apply their reading comprehension skills to various independent tasks and questions that are presented in different ways (graphic organisers).

