

ENGLISH CURRICULUM *Intent, Implementation and Impact*



Intent

- For pupils to develop and explore their English skills with confidence and awareness of the audience.
- For pupils to be able to read, write, spell, speak and listen at age-appropriate levels and following age-related expectations.
- For pupils to be exposed to a variety of literature, genres and authors, particularly through the use of high quality texts, of a range of types, often linking with topics.
- For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.
- For pupils to read and write daily; English skills being reinforced through the delivery of a broad and balanced curriculum.
- For pupils to be confident when writing and read easily, fluently and with good understanding, and with enjoyment of both.
- For pupils to develop an understanding of grammar, punctuation, spelling and linguistic conventions and word origins, and to acquire a wide vocabulary and to use these appropriately.
- For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often. To become enthusiastic and critical readers, building on their understanding and comprehension skills.
- For pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading) and to acquire the strategies to allow them to self-monitor and correct.
- For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.
- For pupils to listen to others, respond appropriately and ask suitable questions to extend their understanding.
- Pupils to take pride in their handwriting and presentation, developing a fluent, joined style and presenting their work to a high standard.
- For English to be inclusive, with all pupils developing and improving their skills.

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IMPLEMENTATION

- All pupils receive daily English teaching.
- To create a positive reading and writing culture in school, where both are promoted and enjoyed.
- For pupils in EYFS and KS1 to have daily phonics sessions, following the Read, Write Inc scheme.
- Phonics teaching is demonstrated to parents at a phonics workshop in the first term of Reception to enable them to support their children with reading activities at home.
- For spelling rules and strategies to be taught in sequence through Years 2-6.
- Children in Reception are given phonics and tricky word practise to complete regularly at home.
- Children are given weekly spelling homework from Year 1. Pupils to practise their words using age appropriate strategies.
- For all pupils to take reading books home and to read regularly at home and at school.
- For pupils to be encouraged to read for pleasure using the 'Reading Owls' initiative and by creating attractive, inviting reading areas in each classroom. Time will be devoted to reading alone and for teachers to read aloud to children as part of a regular part of children's daily diet.
- Working Walls – Years 1-6 to have an English display to aid pupils and guide them through the processes of reading and writing.
- Vocabulary – collect, reflect on and use new and useful vocabulary as a regular part of both English lessons and all other curriculum areas.
- Short writing opportunities to be planned for and at least one longer independent writing task every fortnight.
- Teachers to plan different writing styles into other curriculum areas.
- Work to be differentiated as required and needed.
- Teachers and TAs to support all pupils on a regular basis; providing intervention, support and challenge that individuals require to advance their learning in all areas of English.
- Grammar and punctuation to be taught alongside writing, sometimes as starters, or as complete lessons where appropriate.
- Teachers and TAs model reading, planning writing, writing and handwriting.
- Editing and proofreading skills are modelled by adults and used by the children.
- Displays of writing to encourage pride in work, give a purpose and audience and to show that work is valued. One piece of writing for each class is displayed and celebrated on the Writing Stars board in the hall, and is changed regularly to celebrate a range of children's work across the year.
- Work is marked using the school's marking policy and staff follow the school's handwriting policy.
- To encourage and promote enjoyment in reading and writing events take place often throughout the year. These include: World Book Day, library visits, visitors to assemblies, author/poet visits, Book Fairs and older children reading with and to younger children.
- The children take part in class assemblies, masses, performances, drama, debates, school council and eco council meetings, enabling children to apply their speaking and listening skills.

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IMPACT

- This will be seen in our daily English lessons, with teachers adapting as they see fit to the needs of the children in their class. Our impact will be demonstrated by the children in the class, as to how they talk about their English lessons.
- Our impact will be clear by the progress made by our children at all the assessment points throughout the year. Alongside how many children achieve the phonics screen, achieve the expected level at KS1 and leave St George's having achieved the expected standard.
- Children enjoy listening to an adult read to them and in turn develop a love of reading for pleasure.
- Children will produce pieces of writing in a range of different forms and will write for different purposes and audiences.
- Next steps marking provides positive support. Pupils respond to marking to improve their writing.
- Pupils' presentation is of a high standard through following the school's handwriting policy.
- Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made.
- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- A range of genres are taught across the school (progressing in difficulty) resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. Pupils can express preferences and give opinions, supported by evidence, about different texts.
- At regular intervals through the year, teachers will assess a piece of children's writing against the National Curriculum 'Expected' levels for that year group or Key Stage. Teachers will use this to inform their judgement for future lessons and support for individual pupils.
- Each term, children from Y2-6 complete a reading assessment to assess their comprehension. These will also be used to identify gaps in pupils learning and teachers use this to plan future lessons for children.
- The subject leader will monitor the standards of children's work and the quality of teaching in English using learning walks, lesson observations, pupil interviews and book monitoring throughout the year. Feedback from this will be given to identify areas for development or initiatives required, ensure improvements are made or consistency ensues.
- Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or in the case of those working significantly below expectations to make better than expected progress.
- Subject leader provides subject review each year, keeping all governors up to date and addressing areas for development.