



Blakedown CE Primary School

JOY SERVE ACHIEVE

English – Intent, Implementation and Impact Statement

Intent

At Blakedown CE Primary School our English Curriculum will enable **all** children to flourish and prepare them for their futures, where they will **serve** fully as members of society. They will find deep **joy** in expressing themselves and communicating with others with the strong command of spoken and written word they have been equipped with. They will also find **joy** in and develop their love of literature through widespread, regular reading for pleasure. Pupils will explore the diversity and wonders of the world through the broad range of texts they read and encounter throughout their learning journey and feed their imagination. They will start to identify how they and others are '**fearfully and wonderfully made.**' Psalm 139. They will **achieve** and fulfil their potential, acquiring knowledge and information from across the curriculum, by utilising their ability to read with fluency and understanding. They will also demonstrate the knowledge and skills they have acquired from across the curriculum by writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Implementation

The four disciplines of the English curriculum are intertwined and at Blakedown CE Primary School, we aim to integrate and make links between these so that our pupils have a greater understanding of the impact they have on one another. There are times though when aspects of the English curriculum need to be taught discretely, but we strive to make explicit links or give real examples linked to the texts being studied or to real life and cross-curricular purposes.

Phonics and early reading:

Phonics is taught rigorously for twenty minutes each day, in EYFS and KS1, with fidelity to the Little Wandle Letters and Sounds Revised systematic, synthetic phonics programme. Where required, pupils may also receive additional daily 'Keep Up' sessions to ensure that they meet the end of year expectations. Early reading is taught three times weekly in 'Reading Practice' sessions, using books closely matched to the growing GPC knowledge of children (Big Cat Collins Little Wandle Revised books). Children will not move onto the next stage of Big Cat Collins books until they are reading with appropriate fluency and understanding. All pupils receive a paper reading practice book (and may also access these via Collins e-books) and a shared reading book which promotes pupil choice and reading for pleasure each week. We encourage all reading experiences at home to be recorded in home reading records.

Reading:

At Blakedown CE Primary school, we use the Pie Corbett reading spine and the Reader Teacher year group book lists, to help us select high quality, age-appropriate texts to teach reading and share for pleasure, although staff may decide to utilise other texts that they feel are appropriate. Teachers timetable a daily session where they read a class text to their pupils where they: model good reading, children use their listening skills and can have a book read to them at a level beyond which they can read independently. Reading practice sessions are also taught weekly from Years 3 to 6. In Year 3 there is a focus on developing reading fluency as pupils' transition into KS2. These sessions may be structured as whole class reading sessions or a carousel of activities approach but VIPERS is used to teach the six reading domains that children need to know and understand in order to improve their comprehension of texts. The lowest 20% of readers, across school, are identified and receive additional support specific to their barrier to attaining at the age-appropriate expectation in reading.



Blakedown CE Primary School

JOY SERVE ACHIEVE

Writing:

At Blakedown CE Primary school, writing sequences of learning are planned for using Bookwriters teaching sequences. The use of high-quality texts, that model effective and exciting writing, are at the heart of our writing curriculum, as well as teaching children to write for different, and wherever possible, real-life purposes. Staff identify where children can practise and apply their writing skills across other areas of the curriculum. Children are expected to practise their writing daily but the outcome for a sequence of learning might be produced over a number of weeks. Wherever possible, links are made to reading, and, at times, reading and writing may be taught alongside one another, particularly at the start of a sequence of learning. We try and incorporate the teaching of SPAG into sequences of learning, but there may be times where SPAG needs to be taught and practised discretely. Spelling is taught using Little Wandle Letters and Sounds Revised and segmenting in EYFS and KS1, as well as the teaching of tricky word spellings, and then using No Nonsense Spelling and utilising strategies from Nussy from Year 2 onwards. No Nonsense Spelling lessons take place 3-5 times per week for 15-20 minutes. Handwriting is taught discretely using Kinetic Letters. Children receive weekly lessons where they are taught accurate letter formation, which families letters belong to, and then, in KS2, how to join letters correctly. Pupils are taught this so that they can develop automaticity, which limits overloading their working memory and enables them to focus on, and improve, other aspects of their writing.

Speaking and Listening:

Opportunities to teach, practise and develop speaking and listening skills are planned for, not just in English, but across all areas of the curriculum. In English lessons, pupils are taught and then encouraged to think of and rehearse sentences by saying them aloud before writing them down. Vocabulary Ninja is used to introduce new vocabulary to pupils and provide them with opportunities to use this accurately both verbally and in writing. This vocabulary is encouraged to be utilised, where appropriate, within their conversations and writing. Drama is used, where appropriate, within sequences of learning, as well as in other areas of the curriculum.

Impact:

- Pupils enjoy reading a range of texts and sharing them with others. They talk enthusiastically about the texts they have read and experienced and can identify a range of favourite books and authors who are representative of our rich and varied literary heritage and reflect the diverse society in which we live.
- We aim for 95% of pupils in EYFS and Year 1 to be working at the ARE for phonics and achieve the threshold mark in the annual Year one Phonics Screening Check. By the end of Year 2 all pupils to have achieved the threshold mark in the Phonics Screening Check and be developing their reading fluency.
- Pupils to be making at least good progress and attaining at ARE for their year group in English. Reading and writing outcomes are in line with, or above, those in other core areas and when compared to local and National data.
- The number of pupils attaining at greater depth standard is growing and there is little difference in attainment between groups of pupils (those with SEND, gender, PP, FSM etc...).
- EYFS baseline and end of KS1 and KS2 data measures as well as ongoing formative assessment by staff informs sequences of learning to ensure that they are progressive, teach children the skills and knowledge needed and allows them to express themselves and communicate with others with a strong command of spoken and written word
- Pupils can access all areas and aspects of the curriculum, acquiring knowledge and building upon previous learning.
- Pupils use a wide range of vocabulary appropriately when speaking and writing. They use discussion in order to learn; they are able to elaborate and explain clearly their understanding and ideas. They are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.