

English

Intent, Implementation and Impact

Intent

At Etwall Primary School, we believe that fluency in the English language is an essential foundation for success in all subjects. We intend 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. We intend to deliver a curriculum which:

- Ensures that children can read easily, fluently and with good understanding; developing the habit of reading widely and often, for both pleasure and information.
- Enables children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Encourages children to appreciate our rich and varied literary heritage.
- Teaches children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Develops children who are competent in the arts of speaking and listening, allowing children to use discussion in order to learn; elaborating and explaining clearly their understanding and ideas.

Implementation

In school, we follow the National Curriculum and Early Years Foundation Stage Statutory Framework and through our English lessons and other curriculum lessons, we aim to build on skills developed year on year as children move from EYFS through to the end of Year 6. We teach in mixed aged classes from Year 1 onwards.

Reading

- In EYFS and KS1, children are taught a daily 30 minute phonics lesson which follows Letters and Sounds. Any children who did not pass the phonics check by the end of KS1 receive further support in KS2.
- Reading in EYFS is taught daily through a variety of ways – guided reading, shared reading, quality texts and individual reading. Guided reading is taught daily in KS1 and three times a week in KS2, focusing on the ‘Super Six’ skills to comprehend texts, with lesson objectives taken from the National Curriculum.
- Children use our Oxford Reading Tree books to help them learn to read, and we are currently looking in to buying a new set of phonics readers for our book shelves, to further support children’s progression through the phonics phases.
- We endeavour to promote a love of reading and to provide reading opportunities including reading for pleasure and reading for information, using the class reading shelves, school library and any termly foundation subject-linked books displayed in the classroom. Every class always has a class reading book ‘on the go’ which they enjoy reading throughout the week. We use Pie Corbett’s reading spine for this to allow for a diet of rich texts of varied genres across the year groups.
- Children are encouraged to develop their reading skills in foundation subject lessons for example reading for information, reading religious stories in RE etc.

- Children have access to Accelerated Reader when in school to complete book quizzes when they have finished reading a book, to develop their comprehension skills. They have access to PhonicsPlay in school and to Bug Club both in and out of school, to help them with their developing reading/phonics skills.
- Formative assessment occurs within every lesson to help identify the children who need more support to achieve the intended outcome and who are ready for greater challenges.
- Summative assessments take place termly using Accelerated Reader and formal reading assessment papers, allowing us to monitor progress of pupils and provide extra support or challenge where necessary. In EYFS, reading is assessed in line with the ELGs.

Writing

- Children are taught a daily English lesson using the Talk for Writing structure. Through this structure children learn a text map and study the features of the given genre. They plan, draft, write, evaluate and edit their work.
- Genres of narrative, non-fiction and poetry are covered over a two year cycle in each key stage. Skills learned when studying these genres are transferred to other subject areas when children write for different purposes and audiences across the curriculum.
- Vocabulary, grammar and punctuation in line with year group expectations are taught in the English lessons, with lesson starters used to revisit these objectives. We use the Pie Corbett Progression for Writing document to plan from, allowing for continuity and progression of skills.
- Spelling/phonics objectives are taught through a weekly spelling lesson in KS2 and daily phonics in EYFS/KS1. The common exception words (KS1) and statutory word lists (KS2) are taught alongside the weekly spelling objectives. The spelling appendix from the National Curriculum is used to teach the age related objectives in KS1 and KS2 and Letters and Sounds in EYFS and KS1.
- The Nelson Handwriting scheme is used to teach handwriting in line with National Curriculum expectations, and it is practised daily across the school.
- Success criteria is used by children when writing across the curriculum to help them to improve the quality of their writing by focusing on punctuation, grammar and vocabulary.
- Personal writing targets are given to children each half term from Y1 onwards to enable them to develop as writers. These are written by class teachers and are taken from the National Curriculum expectations of year groups and differentiated as necessary.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary.
- Writing is assessed by class teachers termly (summative assessment) and live feedback and formative assessment is given during and after lessons. Feedback given is in line with the marking policy. In EYFS, writing is assessed in line with the ELGs.

Impact

Children will enjoy writing across a range of genres in English and foundation subjects.

Children will have a wide vocabulary that they use within their spoken language and their writing across the curriculum.

Children will leave primary school being able to effectively apply spelling rules and patterns they have been taught and with a good understanding of the grammatical rules used to write effectively for different audiences and purposes.

Children will write in a neat, fluent style as appropriate to key stage and they will take pride in the presentation of their work.

Children will be fluent, confident readers who read for pleasure as well as for information both in school and at home.

Standards will be monitored by the subject lead and SLT through:

- Learning discussions with both children and teachers.
- Scrutiny of books and outcomes.
- Observation of practice.
- Termly assessments.

This information will be used to evaluate the effectiveness of subject plans and subject practice. The impact on whole school learning and teaching will be used to inform the school improvement plan.