



### The Pebblebed Hub of the Jubilee with Pebblebed Federation

#### Subject Intent Statement for English

##### Our Vision

I have come to you that you will have life and have it to the full  
John 10:10

##### Intent

In the Pebblebed Hub of the Jubilee with Pebblebed Federation, we believe that a high quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning (Unless stated otherwise the intent, implementation and impact refers to both Littleham and Woodbury Salterton).

We believe that children need to develop a secure knowledge base in English, which follows a clear pathway of progression as they advance through the primary curriculum. It is our intent therefore, to provide children with an inspirational English curriculum that will create a thirst for the development of vocabulary. This in turn will lead to an ability to communicate effectively across all areas of the curriculum, both orally and when writing, whilst developing reading skills to increase independence.

We recognise the importance of nurturing a culture where children take pride in their written work, where they can write clearly and accurately and adapt their language and writing style for a range of contexts. Therefore, we deliver a cross-curricular approach to the teaching of English, engaging children by teaching from high-quality texts in many genres, which are, wherever possible, linked to their learning in other areas of the curriculum.

Children are able to experience real examples of writing: they are introduced to a range of British authors, as well as those from different countries and cultures.

By understanding our children, their interests and their experiences, we are able to seek out exciting opportunities, which allow for the development of writing for

all. Children are encouraged to read and write for a range of practical purposes and audiences, while developing enjoyment in reading and writing for their own sake and as a means to develop their creativity, through the expression of their ideas, knowledge and opinions.

##### Implementation

In the Pebblebed Hub, the explicit teaching of vocabulary is a key aspect of Literacy education, which stretches across the curriculum. The Pebblebed Hub has been involved in a Babcock vocabulary project 'Closing the Word Gap', which highlighted activities and strategies for the effective teaching of vocabulary such as pre-teaching key vocabulary, key knowledge organisers used for theme work and vocabulary working walls. Impact of this has been a greater word consciousness by both staff and children.

- Lessons across the curriculum will begin with exploration of new vocabulary, while displays around the schools focus children's attention on words and their meaning. Children are encouraged to make appropriate use of vocabulary mats, dictionaries and thesauruses when writing.
- Reading and writing are embedded in lessons across the curriculum to give children opportunities to develop their fluency, as well as recognising the importance of these core skills for learning in every subject.

Reading and writing are taught through sequences of class English lessons with a clear intended outcome and purpose.

- Quality texts are carefully selected to support cross-curricular links with other subjects, whether that be through the texts read or those written by the children.
- At the start of each English sequence, children will be asked to write in the genre that they will be using for the final piece of writing, to inform teachers' assessment of their recall of previous learning. It is intended that the context of this writing be familiar to children, to enable them to best display their writing skills.
- At the end of each English sequence, children will once again be asked to produce a piece of writing in this same style or genre, in order to assess progress through the sequence.
- During the English sequence, children are encouraged to read and analyse high quality examples of writing and to use these as models to inform the style, language and structure of their own writing.
- Children are expected to explore and comment on the effect of authors' choices of words and language, as well as considering ways in which they might adapt and use similar grammatical structures, vocabulary and stylistic features in their own communication.
- Children will be given opportunities during each writing sequence to practise writing in the required style and will be expected to respond to feedback and marking to develop and refine their skills.

- Editing and proofreading skills are modelled by adults and explicitly taught to the children.
- It is expected that teachers will link their choices of texts or subject matter for the children's writing to other areas of work in the curriculum, to enable a depth of understanding and communication about the subject matter.
- Children are encouraged from Reception age, to talk about their ideas and thoughts before committing these ideas to paper.

Core English skills are also taught in discrete lessons which focus on a particular aspect of the curriculum:

- phonics
- spelling, grammar
- handwriting
- guided, paired, independent or adult one to one reading.

These lessons will make use of a range of resources to which the school subscribes, such as:

- No Nonsense Spelling
- No Nonsense Grammar
- Phonics Bug
- Accelerated Reader
- Babcock teaching sequences
- Devon School Library Service

Children are given opportunities to utilise, practise and embed their English skills across the curriculum, through discussion, research and writing. They are encouraged to reflect on and recognise the contribution that their English skills have to their learning in other areas of the curriculum. Teachers also provide children with models for their reading and writing: children are read to regularly by adults and participate in shared and guided writing activities and adults aim to model enjoyment of reading, writing and exploring language by reading to and with children, sharing news about their own reading and writing activities and writing their own pieces.

Children progress in early reading through the use of Phonics Bug from reception and continue to develop a range of reading skills, as well as a love of reading through the Accelerated Reader programme. Children are encouraged to develop a love of independent reading, which is promoted through regular visits from the schools' library service and regular author visits at ECC. This will also be encouraged through events that promote enjoyment in reading or writing, such as the celebration of World Book Day, the Kate Greenaway Award and partaking in a theatre visit or watching a production performed in school.

Children's writing is celebrated in school in a variety of ways, through high-quality displays and weekly sharing assemblies as well as class plenary activities.

Opportunities for children to develop their speaking and listening skills are

specifically planned during English lessons such as class debates as well as specific interventions such as 'Let's Talk More' in KS1. In KS2, children take a bigger role in drama activities such as the school production, leading collective worship and participating in school council meetings and feeding back to their peers.

English will be assessed using the school assessing system Target Tracker where teachers regularly assess against National Curriculum objectives. PIRA tests are also taken termly and the resulting standardised scores compared against FFT targets. These targets enable teachers to monitor children's progress towards them and whether progress is sufficient. The on-going assessment of writing involves an elicitation and application piece of writing for each unit of work, which enables teachers and children to see progress and achievement against success criteria. Moderation of writing is completed through use of DFE, Babcock and Target Tracker exemplar materials and across the federation to reach a final teacher assessment judgment. The information from such moderations and other assessment activities enable teachers to plan for next steps. Pupils of all abilities will be able to succeed in English lessons, as work will be appropriately differentiated and scaffolded using assessment outcomes.

Using the monitoring cycle the SLT and governors will monitor the effectiveness of the English teaching, attainment and progression across the federation.

#### **Intended Impact**

By the time, pupils leave Year 6 they will have...

- developed an enthusiasm for reading and a habit of reading regularly, which will set the foundations for a life-long love of reading.
- developed a rich, age-appropriate vocabulary through which to express their ideas, opinions and knowledge; they make exciting and adventurous vocabulary choices in their writing.
- become confident in writing in a range of styles and genres and show pride in their writing, both in English and across the curriculum.
- developed the grammatical understanding needed to be able to discuss their reading and writing and to talk and write with accurate syntax and grammar where it is required.
- be able to apply the patterns and rules taught effectively, to develop and maintain accuracy in spelling.
- developed a neat, legible, consistent, style of cursive handwriting.
- confidence to take risks in their reading and writing, and love to discuss and share their ideas.
- Pupils of all abilities will be able to succeed in English lessons, as work will be appropriately differentiated and scaffolded.

Pupils will achieve progress that is at least in line with age-related expectations and national averages in all areas of the English curriculum.

