



Elkesley Primary and Nursery School

Intent, Implementation, Impact

English

Intent (Writing):

We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities. We aim to:

- Build an English curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more.
- Enable every pupil to view themselves as writer.
- Use high quality texts that are reviewed regularly.
- Deliver all the requirements of the national curriculum in relation to writing, reading comprehension, speech and language and Spelling, Punctuation and grammar and the school's policy for handwriting.
- Plan purpose for writing with an engaging hook so learning is meaningful and memorable
- Ensure all English lessons include opportunities to develop vocabulary.
- Ensure pupils have sufficient English knowledge that can be modified for audience.
- Help pupils develop the skills of adaptability, research, and editing.
- Make pupils aware of and apply the English transferable skills required when writing in other subjects, as well as other aspects of their life.

Intent (Reading):

We aim to provide children with a literacy-rich environment, high quality texts and inspiring learning opportunities, which will help them to:

- Gain a life-long love for reading and books.
- Read accurately, fluently and with understanding;
- Apply a knowledge of structured synthetic phonics in order to decode unfamiliar words with increasing accuracy and speed;
- Be able to read with expression, clarity and confidence;
- Develop a good linguistic knowledge of vocabulary and grammar;
- Read and respond to a wide range of different types of texts;
- Develop a deeper level of emotional intelligence and empathy;
- Read fluently, and with confidence, in all aspects of the curriculum

Implementation:

As part of the planning process, teachers plan the following:

- National Curriculum Programmes of Study and Scheme of Work are followed. English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. English is planned for following the scheme of work based upon high-quality selected texts and Literacy Shed Units adapted through plans outlined in our writing policy.
- Use of key vocabulary and topic-specific vocabulary is modelled and encouraged
- A cycle of lessons for each subject, which carefully plan for progression and depth and cover a range of genres
- Writing that is linked to class topics Wherever possible
- All pupils to produce an edited 'final draft' in their 'extended writing' at the end of each writing unit.
- Time to recap and apply previous learning in order to increase space in the working memory
- Challenge pupils through marking and give opportunities for pupils to reflect and act upon it
using blue pens to improve their work and make adjustments
- Access to resources that facilitates independence and support for all pupils
- Trips and visits from experts who will enhance the learning experience
- Collaborative learning - using effective communication to share and develop ideas that will support their written communication
- Use a range of strategies including discussion and role play.
- High-quality teaching of spellings supported by the Spelling Shed Scheme.
- High expectations of presentation within books including a consistent approach to handwriting; handwriting is taught bespoke on a daily basis.
- Daily systematic teaching of phonics to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1 - Phonics follows the Little Wandle Scheme and groupings are fluid to ensure pupils are at the cusp of learning; the delivery of phonics lessons is visual, aural and kinaesthetic. Thus increasing the likelihood of rapid progress, recall and retention.
- Giving pupils reading books which closely match the phase of phonics that they are currently working within; older children are assigned a range of books tailored for their reading age and interests.
- Daily opportunities for children to read; a teacher shares a high-quality text daily.
- Daily opportunities for children to write for purpose.
- Early intervention is planned for those children who are working below expected levels.
- Reading reward scheme and an expectation of reading at home at least five times a week.
- weekly whole class comprehension lessons taught in Key stage 1 and 2.

- Expose children to a range of literature. Such lessons focus on the different types of questions, build confidence in understanding and interpreting texts and also expose children to new vocabulary.
- Create opportunities above and beyond the curriculum by engaging with themed book days, writing competitions and visiting authors.
- A well- stocked library which children access frequently
- Book corners in every class

Impact:

- Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment and from their starting point in Reception.
- Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.
- Children will retain knowledge that is pertinent to writing with a real life context.
- Children use a consistent approach to handwriting, with correctly formed and joined handwriting in Key Stage 2.
- Children know and remember more spellings and the rules which enable them to correct spell unfamiliar words.
- Children will make at least good progress in Reading from their last point of statutory assessment and from their starting point in Reception.
- Children will use their reading knowledge and skills and apply them within their writing across the curriculum.
- All children view themselves as a reader and use and apply this skill across the curriculum.