



## **Intent, Implementation and Impact Statement for English**

### **Intent**

At Acomb First School we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. Teachers ensure the content is exciting, relevant and stimulating by delivering lessons linked to themes and cross-curricular topics. We recognise the importance of a nurturing culture and believe it is essential to create a language rich, immersive learning environment where children feel safe, supported, confident and valued when sharing their understanding. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning.

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- Read easily, fluently, using a strong knowledge of phonics to be able to decode quickly and accurately.
- Develop a good understanding of what has been read, thinking deeply about meaning and vocabulary choices.
- Develop the habit and love of reading widely and often, for both pleasure and for information.
- Provide children with a wide variety of texts, broadening their knowledge and understanding of their wider world beyond Acomb.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Confidently use the essential skills of grammar, punctuation and spelling.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Develop a love of writing and to be able to express their thoughts and ideas clearly, creatively and confidently through the written word.
- Re-read, edit and improve their own writing.
- Use discussion in order to learn; children should feel confident to elaborate and clearly explain their ideas and understanding in a safe and valued environment.
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in drama and debate.

## **Implementation**

We ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and meaningful discussion. We use a wide range of experiences, quality texts and resources to motivate, engage and inspire our children throughout daily English lessons. Teachers also ensure that work is linked with current cross-curricular topics creating an immersive, context rich holistic environment.

We aim to:

- Create a positive and meaningful learning environment where all children feel supported, valued and confident to explore texts and develop their ideas.
- Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils. Both are also regularly celebrated and successes are widely recognised through Reading Awards and Star Writer Awards. Displays are also evident both in school and in communal areas, giving a purpose and audience, to encourage pride in work and to show that work is valued.
- Teachers promote a love and enjoyment of reading, through accurate modelling and reading aloud to their class every day and through daily ERIC time.
- Y4 children also take on 'Reading Buddy' roles and will read with Reception children to further their confidence and understanding of audience.
- Guided reading sessions are regularly carried out throughout all classes using a carousel approach.
- The RWI approach is followed throughout school, through daily phonics sessions in EYFS, KS1 and KS2 and the RWI Spelling Programme is used in KS1 and KS2.
- Age appropriate spellings, which relate to the children's RWI learning are sent home weekly for pupils to practise their words and to write a sentence containing each word at home.
- The Talk 4 Writing approach is confidently used in all classes, where children deeply explore texts through discussion, story mapping and rehearsal.
- Working walls are consistently used in all classes and are changed regularly to support and aid the children's learning. This includes guiding them through the process of Reading and Analysing, Gathering Content, Planning and Writing.

- Vocabulary is also promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary. Vocabulary mats to be used where needed and in KS2 the children are encouraged to use thesauruses and dictionaries which are easily accessible for pupils to use.
- Reading and writing events (throughout the year) to encourage and promote enjoyment and opportunities to develop lifelong learning, including sponsored events, competitions and whole-school curriculum enrichment days.
- Pupils are encouraged to discuss in partners and small groups and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly.
- Children also participate in drama activities, presentations and debates to develop a rich sense of language and confidence in communicating in a range of contexts.

### **Impact**

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also to provide children with skills which equip them to progress from their starting points, and within their everyday lives. As all aspects of English are an integral part of the curriculum, therefore we aim to see an improvement in cross curricular writing as skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

Long term pupils will:

- Be confident and feel valued in the art of speaking and listening and to be able to use discussion to effectively communicate their knowledge and ideas.
- Be able to read fluently and confidently, using accurate decoding skills.
- Enjoy and have an accurate understanding of writing for a range of purposes.
- Have a growing vocabulary and be adventurous with vocabulary choices within their writing.
- Be able to effectively apply spelling rules and patterns.
- Make good progress from their starting points to achieve their full potential.

### **Assessment and Monitoring in English**

The impact of our English curriculum is measured through the monitoring cycle in school:

- Lesson drop ins, learning walks, shared practice and book monitoring.
- Skills progressing (grammar and punctuation) throughout the school is evident in children's books and in class spelling activities.
- Knowledge of different texts and genres assessed through hot and cold tasks in books.
- Tracking pupils' progress each term in Reading, Writing, Speaking and Listening and Spelling, Punctuation and Grammar. This informs planning and any intervention needed.
- Pupil progress meetings ensure different groups (PP and SEND) and individual progress is monitored, and interventions organised to support good and better progress.
- EYFS Statutory Summative assessment.
- Year 1 Phonics Screening Assessment.  
Year 2 Statutory Summative assessments.

### **Role of the coordinator:**

- Providing on-going support for colleagues.
- Monitor standards in English across school ensuring outcomes are at expected levels.
- Highlight and celebrate successes within school.
- Monitor curriculum coverage ensuring National Curriculum aims are fully met and identifying any gaps or areas of need.