



Curriculum

Intent, Implementation, Impact



English



What is our intent?

'Story time is my favourite part of the day. I also enjoy writing my own stories too.'

Y4

Reading

By the time children leave year 1, all children have secured early reading skills based on phonic decoding.

To promote and instil a love for reading, with children of all ages who share enjoyment and a passion for literature.

To ensure that children move on to secondary education, reading with fluency, accuracy and understanding, with the resilience and confidence to tackle unfamiliar texts.

To expose children to a wide range of authors and texts so that, upon leaving, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres and participate in discussions about books.

Disadvantaged pupils to be targeted with intervention/support strategies to enable them to make at least equal progress with non-disadvantaged pupils.

'Even though it can be difficult, I actually enjoy learning new bits of grammar I can use in my writing.'

Y5

Writing

To ensure every child becomes a writer and confident speaker by the time that they leave so that they are able to communicate effectively their thoughts and feelings.

To broaden language used and to develop a richer vocabulary in all children.

To ensure grammatical accuracy in spoken and written language.

To link reading and writing, to remove potential barriers so that all pupils have literary experiences and a context for writing.

By the time pupils leave, they will have secured their basic skills in handwriting, punctuation and spelling.

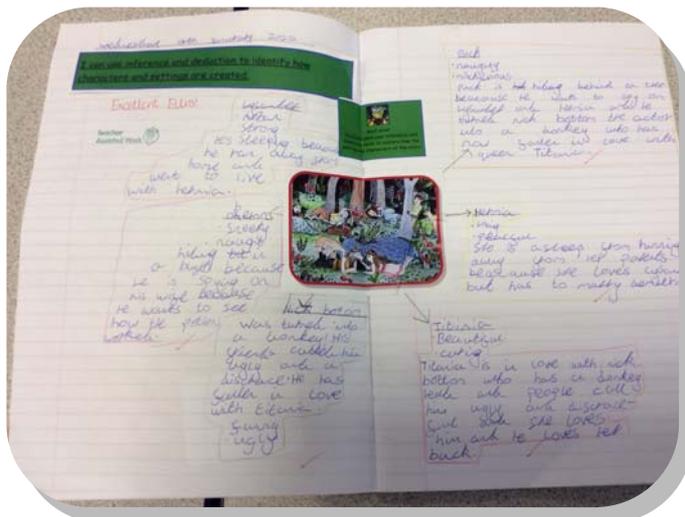
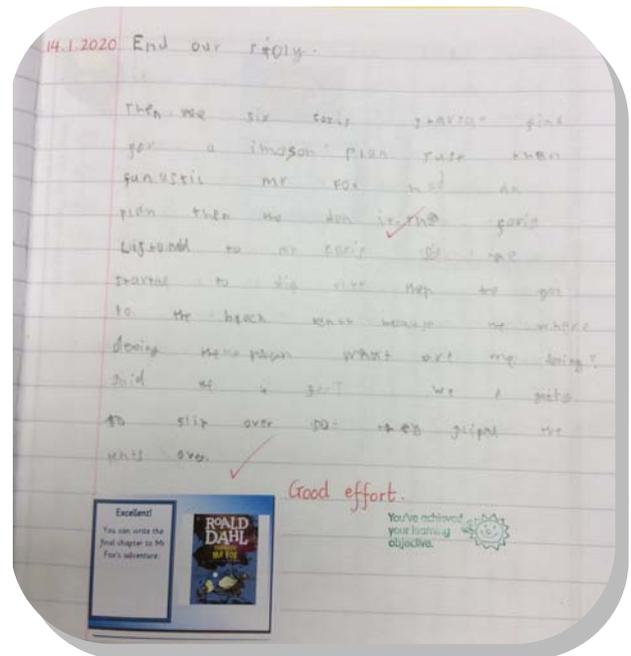
They will be able to structure and organise their writing to suit the genre they are writing and include a variety of sentence structures and writing techniques to include detail or description.

Disadvantaged pupils to be targeted with intervention/support strategies to enable them to make at least equal progress with non-disadvantaged pupils.

'My teacher reads me stories every day. I like to listen to them and learn new words.'

Y1

- Our school environment reflects our intent through engaging spaces and book areas being developed within classes.
- A wide range of activities promote reading for pleasure (visiting authors, reading challenges etc.).
- Reading volunteers are used with pupils to encourage a love for reading.
- Regular assessments monitor children's progress and when necessary interventions are planned to address identified needs.
- A novel approach is adopted creating an English cycle which links core texts with writing. The chosen books often provide the context for writing and help to secure pupils' understanding of the audience and purpose.
- Literacy taught through Creative Curriculum, enabling the children to demonstrate writing across the curriculum.
- The understanding of unfamiliar vocabulary is given a high focus during the vast range of reading and spelling opportunities which pupils experience.
- Teachers model and set high expectations with spoken language.



What's the impact so far?

The impact of the aforementioned will be shown and interpreted by progression between year group and data analysis.

Pupil voice will be recorded to assess love of reading/reading in the future.

Pupil's work across the curriculum is of good quality.

Pupils read and write often, with fluency and comprehension appropriate to their age.

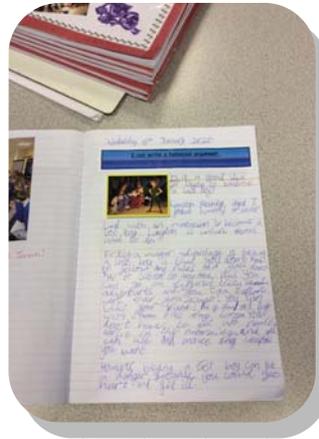
Upon leaving, children are ready for the next stage of their education.

Pupils develop knowledge and transferable skills across the curriculum.

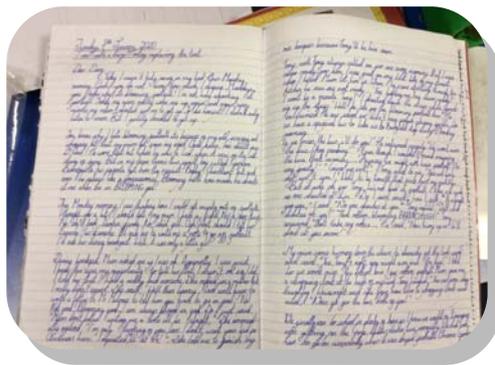
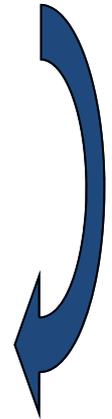
Reflected in results from national tests (SATS).



Year 1



Year 3



Year 6



Year 4