

Intent, Implementation and Impact in English at Rothersthorpe C of E Primary School

Everyone is valued as an individual – Love your neighbour as yourself (Mark 12:31)

Intent	Implementation	Impact
<p>At Rothersthorpe C of E Primary School, we believe that our English curriculum should ensure our children are able communicate effectively using a range of strategies with those around them, allowing them in the future to participate fully as an educated citizen within society. The curriculum should also develop the children’s love of reading, writing and discussion. Our priorities are:</p> <ul style="list-style-type: none"> • helping children to learn to read and develop their all-important comprehension skills. • providing high quality teaching of writing so the children have pride in their written work and are able to write clearly and accurately and adapt their language and style for a range of purpose and audiences. • developing the children’s confidence and ability to speak and listen. 	<p>English is at the heart of everything we do. It is a subject in its own right as well as being the medium for teaching all other subjects.</p> <p>Reading We teach: word reading and comprehension.</p> <p>Word reading is a combination of decoding by applying phonic knowledge and the speedy recognition of common exception words which are not easily decodeable.</p> <p>Phonics Knowledge We teach phonics through the systematic synthetic phonics programme, Floppy Phonics. The children in Reception and KS1 take part in daily Phonic lessons.</p> <p>Comprehension These skills develop through children’s experience of high quality discussion with teachers and teaching assistants.</p> <p>Children engage daily in a variety of reading activities:</p> <ul style="list-style-type: none"> • guided reading groups • paired reading • 1-1 reading with a teacher or teaching assistant • Personal reading (the child reads to themselves and chooses their own reading material) 	<p>The impact is carefully monitored through analysis of assessment data, monitoring of lessons and children’s work.</p> <p>Outcomes should be in line with those in other subjects.</p>

- Shared reading(reading is modelled by teacher)
- Focussed independent reading(adult directed with child practising skills possibly linked to another curriculum area or a written comprehension activity)

Foundation Stage

In EYFS, the adults are aware of both the **vocabulary** that the pupils will be exposed to during activities and the **vocabulary** that will be more explicitly taught when the pupils are being read to. We know the best way for pupils to broaden their **vocabulary** is for them to listen to stories, poems and rhymes so that they can know them by heart, internalise them, repeat them and understand the meaning of these words so that they can go on to use them beyond the story time. We use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. This includes the implementation of a systematic phonics programme.

Reading areas and Material

Each class has an area where children and adults can select books. In **EYFS**, the books will be selected from the area for the children and will match the stage/sound the children are currently on from OUP to correspond with Floppy Phonics. This will continue into **KS1** with the addition of simple chaptered books for the more fluent readers. There will also be favourite picture books for the children to reread and internalise. In **KS2**,

there is a mix of fiction, non-fiction and poetry as well as magazines / newspapers and books relating to the wider curriculum. In Years 3 and 4, these books are banded as a step towards independent choice. Year 5 and 6 the children have independent choice with guidance from the teacher when necessary. **Guided reading books** are chosen by the teacher in order to ensure a broad, balance of texts and genres.

Reading for Pleasure

We use whole class shared reading sessions to promote a love of reading as well as a choice of book for personal reading and in KS2 Home reading. We aim to provide classic, longstanding much loved books and novels as well as newly celebrated upcoming authors and texts. We celebrate

Home reading

Children in **KS1** and **EYFS** are encouraged to read at least 3 times per week. They take home books in their book bag which have been selected by the teacher. Children in **KS2** are encouraged to read at least 4 times per week and are able to choose the books themselves unless the teacher feels that they need further direction. Annual Parent meetings are held about reading in each class. The main focus for EYFS and KS1 is word reading and for KS2 comprehension skills.

Writing

As with reading, there are two main areas to writing: Transcription and Composition.

Transcription – spelling and handwriting. We encourage effective transcription including spelling quickly and accurately whilst using fluent, legible and speedy handwriting.

Spelling In EYFS and Year 1, our phonics programme supports accurate spelling and in Y2,3 and 4 Read, Write Inc's Spelling Planet resources are used. In Years 5 and 6 Spelling and phonics(where necessary) lessons are in addition to an hourly writing lesson each day and based on Jane Considine's Spelling Bee.

Each class gives weekly spelling homework to reinforce the learning in school.

Handwriting We follow the Kinetic letters programme to teach handwriting. For further detail please see the Handwriting and Presentation policy.

Composition - articulating ideas and structuring them in speech and writing coherently to a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

- We have an hourly English lesson each day which is clearly and enables the children to **read, analyse** and then **write** different genres.

- To ensure purpose, context and audience, we link our writing to our topics and other curriculum areas.
- We use a variety of planning resources including Jane Considine and Hamilton Trust.
- The children engage in the writing processes of shared, modelled, guided and independent.
- Planning, revising and editing is also a part of composition. Please see Assessment, Marking and Feedback policy for more detail.
- Spelling, grammar and punctuation are modelled by the teacher in these lessons in addition to discrete SPaG lessons.
- Vocabulary is developed in KS2 through Word of the day/week sessions.

Interventions

Where planned interventions are needed to support children who are making below expected progress, we use Read, write inc phonics and Fresh Start.

Displays and Working Walls

We show how we value children's written work by using it to make books and on classroom displays. Every classroom also has an English working wall which enables us to provide visual resources to support for children when they are writing.

Speaking and Listening

Using a cross-curricular approach, children are taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

	<p>Drama provides further opportunities to develop these skills.</p>	
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Our English is further enriched through drama workshops and World Book day events.