

English: Intent, Implementation and Impact

Intent

At Bayford school our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum aims to provide our children with the opportunity to build on their experiences in order to achieve their goals. We believe that a secure basis in literacy skills is crucial to a high quality education across the curriculum.

Our aims are for children to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We encourage all children to become independent learners and be confident in all strands of learning. The children will be given opportunities to speak in a variety of contexts and learn to listen to and value the views of others

Implementation

Reading:

In addition to daily English lessons, our pupils develop their early reading skills through the use of Little Wandle Letters and Sounds daily phonics programme from the very beginning of Reception – Year 2. Phonics sessions take place daily. Phonological awareness helps the development of reading by segmenting and blending sounds and the children will be heard read regularly, individually and/or in groups. We also provide individual or focused spelling and phonics sessions to ensure that our children are well placed to read and spell words with fluency and confidence. Children's progress in phonics is assessed regularly by adults so that children can move on at their own pace. Alongside daily phonics in Foundation, the Reception children all have a word pot to take home which will have words to learn based on the phonic phase that they are on. In Class One children will have weekly spellings based on their phonics.

In Reception and Year One guided reading is taught using the Little Wandle scheme, throughout the rest of the school it is taught as a whole class or in small groups using whole texts or extracts to cover the objectives needed.

Writing learning journey:

The vision is that each unit of work demonstrates the following features:

- A high-quality stimulus (book or visual literacy) which feeds children's interests.
- Grammar teaching to suit genre of writing – taught in context for final outcome.
- Quality modelled writing incorporating taught grammatical features.
- Opportunities for shared/partner writing to practice writing skills.
- Independent writing to demonstrate final outcome.
- Oral feedback which is either whole class, group or individual as well as written marking which encourages children to use their purple polishing pen to edit and improve their work.

Resources

Staff are encouraged to select their own texts (written or visual) to drive their teaching of writing; these texts should meet the needs/ interest of the class or may link with topics being taught.

Assessment

Formative assessment involving questioning, in the moment marking, observation, challenge and questioning will be used in every lesson. At the end of each term, teachers will record the outcomes for reading and writing using the TAF's, work in books across the curriculum and teacher assessment. These assessments will be discussed in pupil progress meetings to ensure progression as well as appropriate interventions for narrow gaps in learning.

Monitoring

English will be monitored through book looks and feedback, learning walks and observations, pupil voice and pupil progress meetings where progress and attainment will be discussed and next steps put into place.

Moderation

Books are monitored regularly as a whole staff and leadership team. Most class teachers also attend monitoring sessions with local schools to ensure robust teacher assessment.

Staff Development

INSET is delivered by either the English lead, head teacher or Hertfordshire County.

Impact

Children leave Bayford School as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.

Our intended impact is that:

- Pupils enjoy reading and writing across a range of genres.
- Pupils enjoy reading regularly, for information and for enjoyment.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles.
- Pupils can confidently write for different purposes and audiences.
- Pupils have a wide vocabulary that they use within their writing.
- Pupils have a good knowledge of how to adapt their writing based on the context and audience.
- Pupils leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Parents and carers will have a good understanding of how they can support pupils' reading development at home.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home.
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).