



# English

## Curriculum Intent, Implementation and Impact Statement



### Intent

The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics where appropriate. Our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children's love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. 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 intent is to enable children to:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- 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
- Develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word.
- Re-read, edit and improve their own writing
- Confidently use the essential skills of grammar, punctuation and spelling
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas
- Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### EYFS, Key Stages One and Two - Speaking and listening National Curriculum

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the 6 years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

(See National curriculum and school Step-Up documents in additional file)

*Pupils should be 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

EYFS

Language and Communication curriculum (see separate documents)

## EYFS, Key Stages One and Two National Curriculum

**EYFS**

**Communication and Language** The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out

of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

### **Key Stages One and Two**

The programmes of study for English are set out year-by-year for key stage 1 and two-yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these 2 years. (See National Curriculum document and appendices for statutory/non-statutory curriculum content)

#### Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Implementation

We ensure that our English teaching and learning provides many opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. All pupils in KS1 and KS2 receive at least five taught hours of English a week. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

- Teachers create a positive reading and writing culture in school, where both are promoted and enjoyed.
- Promotion of reading through teachers reading out loud regularly to their class.
- Pupils in EYFS and KS1 to have regular phonics sessions during the week, following Read, Write, Inc. These lessons are followed by writing or reading sessions to build on the learning from phonics.
- Spelling – children to become familiar with the statutory spellings for their year group using a variety of activities with weekly lessons and regular spelling tests. The age appropriate spellings are sent home weekly for pupils to practise their words. Spellings from the SEND continuum are used for those children at their assessed levels.
- Pupils to have daily reading sessions in all classes from Year 2 to Year 6, using MyOn (Accelerated Reading) and other focussed activities.
- Pupils to become more adventurous with vocabulary choices. This is supported by word of the day work during registration.
- Pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).
- Working Walls – all classes aiding pupils and guiding them through the processes of writing and planning for writing.
- Vocabulary and punctuation promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary.
- Vocabulary/SPaG mats to be used where needed and thesauruses and dictionaries which are easily accessible for pupils to use.
- Teachers use the National curriculum, Grammar for Writing support and school Step-up documents to plan lessons and activities.
- Teaching a range of genres across the school (progressing in difficulty) both in English and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts. This is also included in extended writing following text analysis, topic writing and further reading across the curriculum. (See below)

Year One Non-Fiction genres to be covered in the year					
RECOUNT	REPORT	INSTRUCTIONS	EXPLANATIONS	LABELS AND CAPTIONS	OTHER – IF TIME ALLOWS

Year One Fiction – (suggestions and ideas – feel free to adapt but do check with the curriculum) Texts to be used:			
<b>Stories with predictable phrasing</b> Write simple sentences using patterned language, words and phrases taken from familiar stories	<b>Contemporary fiction – stories reflecting children’s own experience</b> Write a series of sentences to retell events based on personal experience.	<b>Traditional Tales - Fairy tales</b> Write a re-telling of a traditional story.	<b>Poetry</b> Listening to and learning some poetry by heart. Stories told in rhyme

Year Two Non-Fiction genres to be covered in the year					
RECOUNT	REPORT	INSTRUCTIONS	EXPLANATIONS		
Year Two Fiction – (suggestions and ideas – feel free to adapt but do check with the curriculum) Texts:					
<b>Traditional Tales – Fairy tales</b> (Write a re-telling of a traditional story)	<b>Stories with recurring literary language</b> (Use a familiar story as a model to write a new story)	<b>Traditional Tales – Myths (or legends)</b> (Write a creation myth based on ones read eg. How the zebra got his stripes)	<b>Poetry</b> Listening to and learning some poetry by heart. Stories told in rhyme		

Year 3 Non-Fiction genres to be covered in the year					
RECOUNT	REPORT	INSTRUCTIONS	EXPLANATIONS	PERSUASION	
Year 3 Fiction – (suggestions and ideas – feel free to adapt but do check with the curriculum) Texts:					
<b>Traditional Tales – Fables</b> <b>Writing and performing a play</b> Write a new fable to convey a moral. Write and perform a play, based on a familiar story	<b>Traditional Tales – fairy tales (alternative versions)</b> Write a traditional tale from a key characters perspective.	<b>Adventure stories</b> Write an adventure story, focusing on plot.	<b>Poetry</b> Read, write and discuss. Learn and perform aloud		

Year 4 Non-Fiction genres to be covered in the year					
REPORT	EXPLANATIONS	PERSUASION	DISCUSSION		
Year 4 Fiction – (suggestions and ideas – feel free to adapt but do check with the curriculum) Texts:					
<b>Traditional Tales – Myths (or legends)</b> Write a myth focusing on effective characterisation eg. descriptions (in the style of: a wanted poster, lonely hearts advert, job	<b>Writing and performing a play. Story settings</b> Write and perform a play, based on a familiar story.	<b>A story/stories with a theme</b> Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.	<b>Poetry</b> Read, write and discuss. Learn and perform aloud		

application); link dialogue to effective characterisation, interweaving speech and action.	Write a section of a narrative (or several narratives) focussing on setting.		
--	--	--	--

**Year 5 Non-Fiction genres to be covered in the year**

<b>RECOUNT</b>	<b>REPORT</b>	<b>INSTRUCTIONS</b>	<b>EXPLANATIONS</b>	<b>PERSUASION</b>	<b>DISCUSSION</b>
----------------	---------------	---------------------	---------------------	-------------------	-------------------

**Year 5 Fiction – (suggestions and ideas – feel free to adapt but do check with the curriculum)  
Texts:**

<b>Fiction from our literary heritage</b> Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version	<b>Traditional Tales – myths and legends</b> Reflect on the main character of the legend/myth from different viewpoints. Re-tell the story from several different perspectives.	<b>Suspense and mystery</b> Develop skills of building up atmosphere in writing e.g. passages building up tension	<b>Poetry</b> Read, write and discuss. Prepare and learn poems to read aloud
---	--	--	---

**Year 6 Non-Fiction genres to be covered in the year**

<b>RECOUNT</b>	<b>REPORT</b>	<b>EXPLANATIONS</b>	<b>PERSUASION</b>	<b>DISCUSSION</b>	<b>REVISION OF ALL BUILT IN</b>
----------------	---------------	---------------------	-------------------	-------------------	---------------------------------

**Year 6 Fiction – (suggestions and ideas – feel free to adapt but do check with the curriculum)  
Texts**

<b>Fiction Genres</b> A range of short stories conveying different genres; a genre swap story (where the genre changes from one paragraph to the next)	<b>Narrative Workshop: review key narrative techniques e.g. creating settings, characterisation, atmosphere.</b> A single extended narrative, or several narratives on a similar theme e.g. autobiographical stories, each developing a key narrative technique.	<b>Poetry</b> Read, write and discuss. Prepare and learn poems to read aloud
---	---	---

EYFS (New planning for 2021 in separate document))

## 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 skills which equip them to progress from their starting points, and within their everyday lives. Long term pupils will:

- be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning
- be able to read fluently both for pleasure and to further their learning.
- enjoy writing across a range of genres
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded and supported
- have a wide vocabulary and be adventurous with vocabulary choices within their writing

- have a good knowledge of how to adapt their writing based on the context and audience
- leave primary school being able to effectively apply spelling rules and patterns they have been taught
- make good and better 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 (external monitoring meetings for writing are on hold presently):  
Lesson observations, book monitoring and learning walks, as well as informal/formal staff meetings.