

Subject	English
<p><b>Overview</b></p> <p><b>Intent</b></p>	<p>We follow the national curriculum. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>▪ read easily, fluently and with good understanding</li> <li>▪ develop the habit of reading widely and often, for both pleasure and information</li> <li>▪ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>▪ appreciate our rich and varied literary heritage</li> <li>▪ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>▪ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>▪ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul>
<p><b>Planning provision</b></p> <p><b>Implementation</b></p>	<p>All pupils are encouraged to listen attentively and to speak with confidence, clarity and fluency in a variety of situations and to different audiences. We provide opportunities for our pupils to communicate their ideas, points of view and explanations clearly. We provide opportunities for them to use spoken language effectively in different situations and begin to use spoken language to generate, discuss and clarify ideas.</p> <p>We encourage pupils to write by using lots of stimuli to inspire their writing such as books, small world, film clips, visitors in and visits out. We strive to equip our children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and an agreed set of ‘non-negotiables’ underpin writing in all areas of the curriculum. This starts in EYFS where pupils learn how to hold a pencil and begin to form their letters, words and sentences. Teachers model the writing process and demonstrate the standard that is expected of all children. Every child is encouraged to let their imagination and personality shine through their writing. We also use Jane Considine’s ‘The Write Stuff’ approach, when appropriate, to help pupils create their own writing inventions. Writing is often linked to other subjects, finding real life reasons for our children’s writing to enthuse them with purpose.</p> <p>Reading is also a fundamental part of everything that we do. (see 7 aspects of reading on our school website) Our children enjoy high quality texts across the</p>

	<p>curriculum and reading skills are taught explicitly. Alongside skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading is encouraged. Ongoing reading challenges are implemented to encourage regular reading at home. We realise the importance of providing children a welcoming, nurturing library environment where they can immerse themselves in reading for pleasure. We have recently restocked and reorganised our school library which children readily have access to.</p> <p>Phonics is taught using Read Write Inc (RWI) materials. Pupils are immersed in a directed teaching approach which embeds systematic phonic skills as the core skills for reading. Sounds are taught in a specific order and regular assessment ensures pupils are grouped according to their ability. Daily phonics sessions are delivered in EYFS &amp; Ks1.</p>
<b>Example of sequence of learning</b>	<p>A coherent long-term plan where pupils get plenty of opportunities to revisit and recall previous learning. English is taught on a daily basis as a sequence of linked lessons over a period of weeks.</p> <p>An example of a sequence of learning...</p> <ul style="list-style-type: none"> <li>• Share a story.</li> <li>• A narrative map is used to display and explore plot points (a summarised key moment in narrative).</li> <li>• Plot points are slowly revealed and added to the narrative map as we progress through a unit and teach 'Sentence Stacking lessons' These concentrate on the teaching of writing, with a sharp focus on the craft and construction of sentences.</li> <li>• As plot points are added, we discuss if these are highs or lows for the character.</li> <li>• Scattered between the 'Sentence Stacking lessons' are 'Experience lessons'. These can take many forms- visits out, visitors in, drama conventions etc to strengthen context and build imagination.</li> <li>• Using the 'Independent Teaching Sequence', teachers move through the steps to guide children from the modelled Sentence Stack to writing independently. Children craft their own text to mirror the highs and lows of the shared story.</li> <li>• The children's draft is marked by the teacher, who identifies different aspects of their work that needs to be edited in line with the 'Revise, Rewrite, Reimagine' adjustments.</li> </ul>
<b>Assessment Impact</b>	<p>National curriculum learning objectives are used to inform the school's 'Skills Progression Ladders'. The Reading &amp; Writing skills progression ladders identify discrete strands for assessment. English work is assessed against these criteria. Teachers both during and after lessons; making observations; questioning learners; providing written feedback where appropriate. Children are</p>

	encouraged to refine their understanding and challenge their misconceptions via the use of 'purple polishing'.
<b>CPD</b>	RWI CPD/visits to other schools to observe good practice Support through English Hub 'The Write Stuff' CPD Trust English network group