

English Intent, Implementation and Impact Statement



Clive Church of England Primary School and Nursery



Aim High

We are a small and very special school, with an overall caring Christian ethos. We strive together to reach the highest, both academically and socially, in a Christian context;

We strive to develop an understanding of the Christian faith as well as an understanding of other world faiths, cultures and customs.

Psalm 121

Respect, Responsibility, Resilience

Intent

At Clive CE Primary School, we recognise that English is an integral part of our curriculum. Our aim is to ensure that all children leave our school primary literate and progress in the areas of reading, writing, speaking and listening. With the confidence and skills required to read and write fluently. They will be thoroughly prepared in all aspects of English and fully equipped to become life-long learners.

Our intentions in writing are for children to:

- Write for a purpose
- See themselves as real writers
- Take ownership of their writing
- See writing as an enjoyable process
- Learn how to organise, plan and edit their work

Our intentions in reading are for children to:

- Have the skills to decode words in order to be able to read fluently with understanding of what they have read.
- Become enthusiastic and motivated readers.
- Encourage a love of literature and an enjoyment of reading for pleasure.
- Develop children's confidence in reading a variety of genres and acquire a wide vocabulary.

Our intentions in Speaking and Listening are for children to:

- Be encouraged to speak with confidence, clarity and fluency;
- Recognise the value of listening;
- Be able to express their opinions confidently and appropriately to others;
- Be able to adapt the use of language for a range of different purposes and audiences
- Learn to converse, sustain a logical argument and respond to others appropriately;

Our staff are fully aware of the differing groups of learners and vulnerable children in each class and therefore we differentiate appropriately to support all pupils and their individual needs. We celebrate success with all children, regardless of their starting point in each year group.

Through use of high quality texts, immersing children in vocabulary rich learning environments and teaching in line with our progression of skills, children at Clive will be

exposed to a creative and stimulating English curriculum where reading and writing are intrinsically linked. This will in turn develop a love of reading, creative writing and meaningful speaking and listening.

Ultimately, we believe that all learning opportunities should be engaging and inspiring.

Implementation

Reading

With these aims in mind, we recognised that phonics is a fundamental part of teaching early reading and we began to follow the Floppy's Phonics scheme from September 2022 to provide consistency in our teaching from EYFS through to KS1. Through this systematic approach, we assess the children regularly to ensure progression is being made. Phonics workshops are arranged at the beginning of the school year to equip parents with the knowledge to support their child at home. From EYFS right through to KS2, reading is an integral part of the day. Teacher's model reading strategies during reading sessions and these are put into practice by the children in a variety of ways. 1:1 reading with an adult, group reading and comprehension activities support the children to develop as readers.

Home reading books and phonics reading books are organised on a banding system ensuring the children read appropriate books to develop and challenge them. From Reception every child takes home a decodable book matched to the phonics taught in class. Reading records are used as a way for parents to liaise with teachers. Once children have moved on from the banded book system, they become free readers and are able to independently choose a book from the class book collection. Reading for pleasure has become a key focus in our guided reading planning, with libraries being regularly revamped to provide children with a wider range of texts to enjoy.

Writing

We aim to develop the children's ability to produce well thought out, well-structured pieces of writing that engage an audience. Writing strategies are modelled by the teacher through shared writing opportunities. Guided writing sessions support groups and individuals in order to target specific skills.

Long, medium and short term planning, as well as the use of progression maps ensure that a variety of genres are progressively taught and built upon through the key stages. Within each unit of work, sequenced lessons ensure that prior learning is checked and built upon and that National Curriculum objectives are taught through a combination of approaches/opportunities. Children are able to transfer their writing skills to the wider curriculum, particularly in topic lessons.

To develop our children as writers we:

- Treat children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment;
- Provide experiences where the children can acquire confidence and a positive attitude to writing;
- Develop and sustain writing skills by providing opportunities for children to write for a range of purposes and audiences;
- Use guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing;
- Teach children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning;
- Teach grammar and punctuation in the context of children's own writing, as well as through discrete lessons;
- Teach children to develop their ability to organise and present imaginative and/or factual writing and poetry in different ways;
- Teach strategies for spelling to enable children to become confident and competent spellers;
- Develop a legible, neat, cursive handwriting style with increasing regard to presentation.

Spelling

Speaking and Listening

Speaking and listening features extensively in all areas of the curriculum from the moment children begin their learning journey at Clive school. We promote the development and extension of children's spoken vocabulary which, as well as giving them the tools to articulate themselves effectively, builds their understanding of written text and their written language skills. Children are given opportunities to take part in role-play, participate in debates and learn and perform texts. This helps them to build self-confidence and effective communication skills.

Impact

The impact of our English curriculum, is a school of enthusiastic readers and writers. Teachers use assessment as an integral part of the teaching and learning process in order to support children with their next steps. Phonics screening scores and end of key stage assessments show that most children are meeting the expected standard in line with national average. Constructive marking and high quality verbal feedback is used to guide children to

make good progression. We recognise the importance in children taking pride in their writing abilities, therefore we do one unaided piece of writing each half term to be showcased in their "writing journals." The strong, consistent approach to teaching and learning means that by the end of key stage 2, children have developed a writer's craft and enjoy the creative writing process.