



English 3 I's



Intent	Research link	Implementation	Impact
<p>❖ To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more.</p> <p>○ - Pupils are open minded when exploring different texts and genres of writing and when learning new vocabulary.</p> <p>C - Children are curious to find out more and develop their subject knowledge. This includes learning new vocabulary and being curious when exploring new texts and writing in different genres.</p>	<p>National Curriculum</p> <p>School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age related knowledge and skills.</p>	<p>National Curriculum Programmes of Study and Scheme of Work · English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary in EYFS.</p>	<p>Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment of from their starting point in Nursery.</p> <p>Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p>
<p>❖ To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.</p>	<p>Education Endowment Fund research indicates that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p>	<p>Phonics</p> <p>Early reading is delivered through Ruth Miskin Read Write Inc. phonics scheme. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. When children have completed the phonics programme, they develop deeper reading skills through quality texts in a range of genres.</p> <p>Pupils will be given Reading books which closely match the phase of phonics that they are currently working within.</p>	<p>Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment from their starting point in Nursery.</p>



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<p>R - Pupils respect the work of different authors, exploring the texts and giving their opinions on this in a respectful way.</p> <p>O - Pupils are open minded when exploring different texts. They make links, develop their vocabulary and read new texts, which they may not have experienced before.</p> <p>C - Pupils are curious when reading. They want to explore new texts and ask questions to further their knowledge and understanding.</p>	<p>Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p><i>We found significant evidence that reading is linked to important developmental factors in children, improving their cognition, mental health, and brain structure, which are cornerstones for future learning and well-being</i></p> <p>'Barbara Sahakian'</p>	<p>Reading</p> <p>Reading forms the core of our curriculum. All children read and are read to so that they develop a love of Reading. Books are selected with the knowledge of how they link to other areas of the curriculum.</p> <p>Each class accesses our library which has an up to date selection of books to provide quality reading materials for all children to promote reading for enjoyment including those which help nurture a respect for other cultures and children within our unique school community.</p> <p>Members of our school community, including governors, also form part of our resident reader team who visit weekly to hear readers and also read to the children ensuring that pupils who may have missed the opportunity to read as a result of a transient life are able to enjoy reading.</p> <p>Reading Scheme - The school uses Oxford Reading Tree. All books are colour coded in order to ensure progression and challenge for all children.</p> <p>Assessment - All children from Year 1 complete the PIRA reading test to track progress of learners and highlight areas which</p> <p>Individual Reading - all children in Foundation Stage read individually each week. We try to listen to children at school as much as possible.</p> <p>Home Reading - all children are expected to read at home. We use 'Rock to the Top' as an incentive for promoting a love of reading at home.</p>	<p>Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.</p> <p>Children have a love of reading, they want to read, have books read to them and are in a culture which promotes a real joy to reading.</p> <p>Pupils language is developed through their reading, they explore new words and vocabulary and then use and apply this to their written work and everyday spoken language.</p>



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<ul style="list-style-type: none"> ❖ To design a wider curriculum that provides regular opportunities for pupils to use and apply the writing and spoken language skills they have acquired from the English Curriculum. ❖ To develop a progressive understanding of grammatical conventions, the way in which punctuation aids understanding and how to apply spelling rules. ❖ To have a joined, legible and increasingly efficient handwriting style. ❖ To enable our children to become confident and creative writers. Objectives for each year group are progressively mapped out to ensure our children acquire the skills and knowledge to write across a range of subjects. <p>R - Pupils respect the written work of authors and critically analyse these, to use and inspire their writing.</p> <p>O - Pupils are open-minded, they explore different genres and learn the skills of each genre.</p> <p>C - Pupils are curious and imaginative when creating pieces of writing.</p>	<p>Education Endowment Fund research indicates that all pupils benefit from oral language interventions, and some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</p> <p>Education Endowment Fund research indicates that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p>	<p style="text-align: center;">Language</p> <p>The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum. The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned in all subjects.</p> <p>The promotion and implementation of tiered language across the curriculum provides the tools for children to make links across the subjects so that they know more, remember more and understand more.</p> <p>Pupils are given a wide range of opportunities to use and develop their Speaking and Listening skills to help them with the writing process across all areas of the curriculum.</p> <p style="text-align: center;">Writing</p> <p>Children experience daily writing opportunities. Where appropriate writing is linked to quality texts. Opportunities for children to apply their writing are planned and links to the wider curriculum are made when doing this. Writing is carefully planned and taught using a structured writing sequence which contains key elements of grammar, punctuation and spelling appropriate to the year group. Throughout the teaching sequence, the children are given the opportunity to analyse high quality writing examples of a particular text type, practise different writing skills with a piece of writing specific to a text type. Teachers and support staff also look at where children need extra assistance and offer swift feedback during sessions to provide the children with the skills to produce high quality writing.</p> <p>. We assess using Writing assessment grids that are adapted from the statutory assessment grids used at the end of Key Stage One and Two.</p>	<p>Children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory assessment point or their starting point in Nursery</p> <p>Pupils language is developed through their reading, they explore new words and vocabulary and then use and apply this to their written work and everyday spoken language.</p> <p>Pupils develop a love for writing, they are confident writers who feel inspired to write and are creative in their writing.</p> <p>Pupils have a clear knowledge of the spelling, punctuation and grammar at each stage. They correctly use their SPAG skills when writing and can identify these elements.</p>