

## Intent Statement

At Heddon-on-the-Wall, St. Andrew's CE Primary we know and understand our children. We believe that a quality English curriculum should develop children's love of reading, writing and discussion and that English is a language for learning. Our curriculum strives to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. Recognising the importance of writing culture, we nurture an environment where children take pride in their writing, can write clearly and accurately and 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 use discussion to communicate and further their learning. English at Heddon emboldens children with a positive attitude towards communication- and reading in particular- and to be able to independently express their emotions, verbally explore their ideas and extend their understanding through questioning; we want to nurture effective communicators. Through our contextualised English Curriculum, we endeavour to teach the children how important their reading, writing, speaking and listening skills will be in the real world. Our belief is that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate positively as members of society.

## Implementation Statement

At Heddon, our English lessons develop pupils' knowledge and skills broadly; regularly incorporating opportunities to promote spoken language, listening skills, synthetic phonics, reading, writing, handwriting, spelling, grammar and vocabulary. Our English curriculum provides context to learners, giving new knowledge an anchor from our overarching topics and themes and, therefore, supporting children to remember more. We follow a Literature Works approach- a 'reading into writing' framework that enables teachers to plan engaging and effective English lessons- across school from Nursery to Year 6. Our chosen Literature Works texts are specifically picked to ensure progression and coverage from Nursery through to Year 6 and cover a wide variety of both fiction, poetry and non-fiction books. This whole school view of text progression also underpins our poetry spine. The spectrum of texts offered in English lessons at Heddon enables us to teach reading, writing and speaking and listening through a variety of lenses. Our pupils are taught to ask questions, make predictions and enthusiastically explore vocabulary-rich, challenging texts using both reciprocal reading strategies and whole class guided reading focussing on accuracy, fluency and comprehension. The teaching of reading lays the foundation for children to convey their ideas fluently and confidently through

## English Intent, Implementation and Impact Statement

writing. Writing is purposefully linked to the text, with some opportunities incidental and others explicitly taught. Literature Works ensures grammar and punctuation are taught contextually and applied in frequent writing opportunities. Text composition is mapped across school to ensure children are able to write effectively in a range of forms. We know the value of a broad, expansive vocabulary and this is developed and practised across our curriculum, consistently, by giving children learning experiences which allow them to express, discuss and expand their ideas. This verbal vocabulary rehearsal supports children in applying a rich and varied vocabulary within their writing.

In addition to our Literature Works texts and class books, children are encouraged to read for pleasure (through themed events, reading celebrations and engaging parents in reading) and to read widely and often through our reading scheme and school library. At Heddon, we have a clear understanding that children's ability to read for pleasure is dependent on their ability to read with fluency and accuracy from an early age. Children excel in early reading through the use of the Read Write Inc programme, including matched phonetic books to practise at home, from Nursery/Reception onwards (once children in our Nursery class are assessed as secure with Phase 1 of Letters & Sounds, they can begin the RWI programme) and continue to develop a range of reading skills, as well as a love of reading, through the reciprocal reading and whole-class guided reading taught during Literature Works. Understanding the impact that effective home-school relationships can have, parents are given synthetic phonics and reading guidance as well as clear expectations about reading at home. These are delivered during parent workshops, letters home, comments in reading diaries and updates/feedback during parental consultations.

With the philosophy of making our children effective communicators underpinning our English curriculum, we ensure that children's writing can be read by others by following the Letter Join cursive alphabet. Children are able to write fluidly to transfer their ideas to the page in a way that can be understood by the audience. Cursive writing is introduced in Year One once children have secured printed letter formation, in Reception, through Read Write Inc. Handwriting is taught and practised weekly across school. In Early Years, fine motor activities are used to prepare children for writing neatly.

Spelling also contributes to how effectively children's writing communicates their thoughts and ideas and, at Heddon, is initially taught using Read Write Inc. As children become more able to use phonetic strategies as a spelling approach, they are introduced to 'red' words. Children from years 1 to 6 are given weekly spelling tests which focus on their ability to learn both words from the National Curriculum Appendix and words that follow spelling rules outlined in the National Curriculum.

We have developed a range of extra activities which are used to promote English within the school including our book clubs, 40 Books Before Bedtime Challenge, World Book Day, handwriting pen licences, author visits, mystery readers in Early Years and Story Swap sessions.

### Impact Statement

As of 2019, the last time that data was formally reported, our gap between Year 1 Phonics Screen pass rate and End of Key Stage 1 Reading SAT data is 6.1%. The national average is 7%.

Our current projections are for this to narrow slightly for the current Year 2 cohort.