



*'Let your light shine as you grow'*

Subject Leader Curriculum Intent, Implementation and Impact Overview	
Subject: English	Subject Leader: Oliver Brown

Intent	Implementation	Impact
<p><b>English:</b> We aim for all our children to understand, reflect upon and, most of all, enjoy what they read, becoming lifelong readers in the process. Alongside this, we aim to ensure that our children can write coherently and grammatically, giving them the best chance for success as they move onto their secondary education.</p> <p><b>Curriculum</b> All children will....</p> <ul style="list-style-type: none"> <li>• The planning and monitoring of English across school shows clear progression in line with age related expectations.</li> <li>• Pupils are challenged and we believe in a child led approach whereby pupils can choose their own level of task whilst those who are identified as SEND or underachieving are supported completely, revisiting learning where needed through 1:1 top-ups and small group teaching.</li> <li>• English in our school is enhanced by our individual class working walls designed to aid children through each topic.</li> <li>• SPaG is targeted daily in each class in KS2 and phonics sessions in KS1.</li> </ul>	<p>Subject knowledge helps implement the key components of teaching English at St Mary's. As subject leader, I will/have attended Triad and cluster meetings to ensure that staff are made aware of developments in the subject. Moderation of writing takes place on a termly basis with teachers supporting this process.</p> <p>Top-ups are used to help support children who have not understood the morning's work, ensuring they are not being left behind in their learning.</p> <p>We follow the National Curriculum for Spoken Language, Reading, Writing and SPaG. Curriculum maps and planning show a progress of skills as well as coverage of all genres with one being designated each term in all Year groups.</p> <p>I have created key progression models for all year groups to be used in writing. These have been broken into what the SPaG expectations are for each year group. This helps support each teacher as they know the expectations of each year group and what needs to be taught.</p> <p>CPD is important in English and all staff are being encouraged to raise any issues they have within English in order to ensure everyone is confident in what they teach. I have run staff meetings ensuring knowledge remains up to date.</p>	<p>The impact of our English curriculum means that all children will....</p> <p>Be able to confidently use phonics to decode for reading and segment for spelling.</p> <p>Children will be able to spell high frequency and common expectation words;</p> <p>Children will be able to read and understand a wide range of text types and genres, demonstrating fluency and comprehension (Guided reading/Accelerated Reader tests and MyOn Reading);</p> <p>Be able to demonstrate stamina in reading and writing;</p> <p>Be able to write coherently with accurate grammar and punctuation;</p> <p>Be able to write texts that are interesting to the reader using ambitious and adventurous vocabulary, demonstrating clear understanding of word types.</p>



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### **Cross-Curricular Learning**

- Our focus on the teaching of a creative curriculum ensures children are linking writing across a variety of different styles and contexts.
- Wherever possible, a cross-curricular approach will be taken to the teaching of English- for example topics linked with writing units.

To support the children's SPaG knowledge, they are taught a concept everyday in a specific time. Children then implement these skills into their writing with teachers providing clear feedback.

### **Reading**

KS2 children complete NFER comprehension assessments each term, obtaining a scaled score linked to age-expectations. Year 2 and 6 children sit SATS-style assessments in place of NFER.

As a school, children are identified as not being read with often enough or not progressing at the expected level will be read with more often, with each class having a 'Daily Reader List' EYFS and KS1 children are read with a minimum of once a week to check progress, understanding, phonics and book level.

KS2 children use our accelerated reader program to assess their reading band level and to quiz on books they have read.

English based vocabulary is included in our 'vital vocabulary' discussions on a daily basis and children are encouraged to use it in their writing. Pupils also use a 'vital vocabulary' book in KS2 to gather vocabulary they like when reading or in lessons.

Be able to use punctuation for their year-group expectations;

Be able to use neat and legible handwriting styles.

Will be able to speak confidently about their enjoyment of reading and writing.

Will understand the purpose of their writing and target audience.



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<p><u>Phonics</u></p> <p>At St Mary's School we ensure that we provide all children with the fundamental skills that will enable them to be confident and fluent readers.</p>	<p>New reading comprehension scheme being implemented in Autumn term to focus on teaching specific skills-Fact retrieval, vocabulary, inference skills, surrounding reading.</p> <p><u>Writing</u></p> <p>Children will be writing an independent piece of work at the end of each unit, which is used to create a 'portfolio' of their writing.</p> <p>To monitor progression and consistency of teaching, a targeted unit will be taught each half-term across each year group.</p> <p>Staff will use our school marking policy including our highlighting system, verbal feedback and top-ups (where appropriate) to give positive feedback and support areas that need developing in their writing such as spelling, grammar and punctuation.</p> <p><u>Phonics</u></p> <p>Since September 2022 we have been using the government validated systematic synthetic phonics programme (SSP) called 'Little Wandle: Letters &amp; Sounds Revised'. The programme is designed to teach children to read from Reception to Year 1 and some children in Year 2, using the skill of decoding and blending sounds together to form words.</p>	<p><u>Phonics</u></p> <p>Through the teaching of systematic phonics, our aim is for all children to become fluent readers by the end of Key Stage One. This way, all children can focus on developing their fluency and comprehension as they move through KS2 to access the wider curriculum.</p>
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Phonics is monitored by KS1 lead ensuring consistency, skills and progression across year groups.

We have daily phonics sessions; individual or small group keep up sessions and 2-3 reading sessions a week

If any child in Year 3 to 6 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week. Children who did not pass their phonics screening check have been identified and extra support has been put in place.

We will use reading books that are matched to their secure phonic knowledge and this will be monitored by the class teacher.