



English

Intentions, Implementation and Impact Statement

At St Philip's our English Curriculum is driven by our whole school vision and values.

Happiness, love and security abound

Everyone is special

Every achievement is celebrated

Relationships and teamwork matter

A beacon of light in the community

Christ is in everything we do

Subject Leader: Lucy Wright



English: Intention

English is the subject that unlocks and opens vast learning opportunities in learning and life. With acquiring the skills needed to read, retrieve and learn knowledge, English equips children from a young age with the necessary skills to apply them in all subjects and contexts across the curriculum. Therefore, at St Philip's, we believe in making the connections with English across the curriculum to enhance meaning in learning and allow children to become more independent in researching and gathering knowledge themselves and allowing them to have rich opportunities to express their learning in creative writing. At St. Philip's C.E. School, we wish to provide a supportive, stimulating and spiritual environment in which our pupils can become independent learners and competent users of language, in both its spoken and written form and we strive for children to be a 'Primary Literate Pupil'.

Our objectives in the teaching of English are for a child to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Develop a love for reading and learning
- Have an interest in words and their meanings; developing a growing and rich vocabulary in spoken and written forms and use etymology to understand the meaning and history of words.
- Understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable, technical and ambitious vocabulary to articulate their responses within peer discussions and be able to speak with clear diction and confidence.
- Have the skills to improve the planning, drafting and editing of their written work.
- Understand the grammatical terms and features used within a range of texts.
- Develop a range of strategies for spelling words that are polysyllabic; contain prefixes or suffixes and that are embedded within their composition of writing.
- Speak and perform with clear diction and confidence.





English: Implementation

Class teachers are supported in a range of ways:

- ❖ An English subject leader who:
 - Takes role of auditing and supporting colleagues in their CPD
 - Provides support and training for staff where/when required.
 - Provides a strategic lead and direction for this subject.
 - Reviews evidence of the children's work, and observes English lessons across the school.
- ❖ Spelling resources and scheme of work
- ❖ On-going CPD for all teachers
- ❖ On-going CPD for subject leader and keeping up to date with recent English developments
- ❖ Purchasing and organising resources

Parents have been supported in a range of ways:

- ❖ Spelling workshops
- ❖ Phonics workshops
- ❖ KS1 and KS2 SATs workshops that demonstrate and explain the expectation for English Reading, SPAG and Writing.
- ❖ Spelling, Grammar and Reading resources made readily available to download via the school website.

INSET which has...

- ❖ Equipped teachers with a bank resources to use and apply to Spellings
- ❖ Demonstrated activities to develop pupils understanding Spellings
- ❖ Demonstration of the teaching and learning of the writing process
- ❖ Emerging Reading lessons to be demonstrated and shared with staff

A curriculum which ...

- ❖ Is carefully planned to build and deliver creative learning across a range of genres.
- ❖ Has a real focus upon vocabulary
- ❖ Is inclusive and eye opening in terms of religions, race, cultures, age, abilities, gender and gender identity
- ❖ Supports and promotes cross-curricular learning

For Early Years:

- ❖ Provides opportunities to learn and explore through play
- ❖ Early Phonics Acquisition through a synthetic approach.

- ❖ Fine and gross motor skill development through enabling environments creating multi-sensory and active learning
- ❖ Teacher modelling writing and incorporating elements of Talk for Writing
- ❖ Precursive handwriting style
- ❖ Purposeful learning experiences for writing using engaging texts to hook children
- ❖ Literature rich curriculum - fostering a deep love of reading



English: Impact

- ❖ High levels of pupil enjoyment of Reading will enrich the development of creativity, vocabulary and attainment in Writing.
- ❖ Impressive examples of English across the age range in terms of oral and written work.
- ❖ Developing sense of English not just as a discreet subject but linking its skills and vocabulary connections to other areas of the curriculum and its relevance to our world today.

How do I know I am better at English now than I was?

Pupils are encouraged to look back and see their emerging skills and successes using their own personal targets given each term and through using their on-going progress ladders in their books.

Pupils are encouraged to self-review their own work and edit their Writing and Spellings through using success criteria relevant to the genre being taught. Children are given opportunities to edit writing once they have written their first drafts.

Pupils and parents are kept up to date with teacher assessment judgements for each year group, with judgements recorded using the school assessment system 'Insight'.

Reading:

At St Philip's Primary, we believe that reading for pleasure is key to success. We encourage all children to develop a love of reading a wide variety of materials. This love of reading is shared by all our staff, and reading opportunities are promoted through all curriculum subjects. We are committed to providing our children, staff and parents with opportunities to read for pleasure as we believe the benefits of reading for pleasure are far reaching. Aside from the sheer joy of exercising the imagination, we believe this has a direct effect on progress in all areas of the curriculum and is crucial in developing children's self-esteem, confidence and motivation.

In order to deliver the above, we will meet the National Curriculum objectives. This will ensure that all children are given opportunities to study a range of good quality and interesting fiction and non-fiction texts from a variety of genre

Writing:

Children are taught writing through the 3 main stages of imitation, implementation and invention. Within each genre explored children are taught the style of writing through shared writing and are given opportunities to practise various techniques through using guided writing. The final stage of invention also allows children to review, edit and improve their own writing independently.

Grammar:

Through the consistent teaching of Grammar using the whole school scheme of work, children can progress through the school making relevant progress needed.

Spelling and Phonics:

All year groups from Reception and Year 6 have spelling/phonics lessons daily and is the first lesson of the day. Our children achieve effective phonic knowledge and strategies which they can apply confidently, alongside their recall of High Frequency words, within their independent reading and writing. Reception to Year 6 are given weekly spellings which include spelling patterns, common exception words and words from the curriculum spelling lists. Children can earn spelling badges by accumulating spellings across each year at a bronze, silver, gold and platinum level.

Early Years Areas of Learning and Development

English gives opportunities in Early Years to develop a wide range of skills and has a huge impact on children's development.

Through the units delivered our children develop a wide variety of skills:

- ❖ Communication and language (how to retell a story and plan sentences),
- ❖ Listening and attention (how to value each other, listening and responding to other's ideas)
- ❖ Understanding (what happens in stories and the different genres of stories)
- ❖ Speaking (expressing thoughts about stories, retelling stories in different ways)
- ❖ Making relationships (playing co-operatively, role play and acting out stories)
- ❖ Reading - using phonics strategies to read independently and develop the early stages of a love of learning through engaging texts shared.
- ❖ Writing - words and sentences about characters from different texts shared.
- ❖ Understanding the world - reading engaging books linked to the wider world
- ❖ Being imaginative - (representing their own ideas about stories in different ways)