

Carnforth Christ Church C of E Primary School

ENGLISH INTENT STATEMENT

Mission Statement

Christ Church C of E Primary School is a vibrant, stimulating and caring educational community which exists to celebrate the uniqueness of every person, made as they are in the image and likeness of God.

Rationale

English is an integral part of education and society. A high-quality education in English teaches children the art of speaking and listening, how to write and communicate ideas coherently for different purposes and how to read fluently with good understanding. At Christ Church C of E Primary School, we adopt a determined approach when it comes to reading and writing. We endeavor to ensure all pupils have fluency and automaticity in reading and writing so that they can meet the expected standard in all aspects of English.

Through reading and literature in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary, thus addressing vocabulary gaps, and allows children to explore and appreciate our rich and varied literary heritage. As our context is predominantly White/British, our English curriculum promotes the rich diversity of Britain, including an appreciation of our locality. We carefully choose the literature we expose the children to so that we can plan for purposeful opportunities to discuss important aspects of British values, mental health and well-being and citizenship, thus developing children's cultural capital. We promote a love of literature through widespread reading for enjoyment.

Primary English helps pupils to build knowledge and understanding of:

- Reading
- Writing
- Grammar
- Spelling
- Speaking and listening

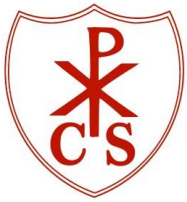
The purpose of this statement is to make it clear how our curriculum should meet the needs of the children of Christ Church C of E School.

INTENT:

We intend our English curriculum to allow:

- For pupils to be able to read, write, spell and speak at age appropriate levels and following age-related expectations.
- For pupils to be exposed to a variety of literature, genres and authors.
- For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.
- For pupils to read and write daily.

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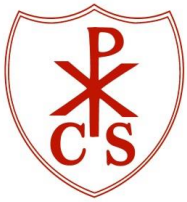
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- For pupils to be confident when writing and read easily, fluently and with good understanding.
- For pupils to develop an understanding of grammar and punctuation and to acquire a wide vocabulary and to use these appropriately.
- For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often.
- For pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).
- For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.
- Pupils to take pride in their writing, to use Christ Church's cursive script and present their work to a high standard.

IMPLEMENTATION:

To achieve our intentions, we will:

- Ensure all pupils receive a daily English lesson in years 1-6.
- Ensure EYFS children receive 3 full mornings a week of literacy-based learning. Weekly challenges are set up in the continuous provision linked to reading and writing in addition to promoting mark making, writing and reading throughout the continuous provision.
- Create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.
- Have daily phonics sessions for pupils in EYFS and KS1, following Letters and Sounds.
- Deliver 'No Nonsense Spelling' scheme for children in Year 2-6, delivering 2/3 sessions per week.
- Spelling journals are used in KS2. Spellings are sent home weekly, each Friday. Pupils to practise their words using the range of spelling strategies outlined in homework books and spelling journals. Children are tested each Wednesday in KS2 and Fridays in KS1. Fast Forward Spelling delivered in years 5 and 6.
- Guided Reading sessions to take place daily in all classes, using the carousel approach.
- Pupils to have Reading Journals. For all pupils to take reading books home frequently and to read regularly at home.
- Pupils to be encouraged to read and write for pleasure. These include: book fair, author or poet visits, reading buddies, themed weeks and days, whole school reading challenges, storytelling visits, half termly visits to Carnforth Library, writing workshops, World Book Day and visitors to assemblies.
- Working Walls – all classes to have an English display to aid pupils.
- Vocabulary – displays in class, all curriculum areas, to have vocabulary displayed. Vocabulary mats to be used. Thesauruses and dictionaries to be easily accessible for pupils to use.
- Units of work to be planned that follow the teaching sequence Reading and Analysing, Gathering Content, Planning and Writing and cover a variety of genres and literary styles using the Lancashire unit plans for English.



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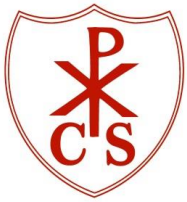
- Short writing opportunities to be planned for and at least one longer independent writing task in each unit of work linked to unit or current class topic.
- Teachers to plan different writing styles into other curriculum areas.
- Work to be differentiated as required and needed.
- Teachers and TAs to support ALL pupils on a regular basis; providing intervention, support and challenge that individuals require to advance their learning in all areas of English.
- Grammar and Punctuation to be taught alongside the Units of Work, often as starters to lessons. Fast Forward Grammar delivered in years 5 and 6.
- Teachers and TAs model reading, planning writing, writing and handwriting.
- Teachers read out loud regularly to their class.
- Editing and proofreading skills are modelled by adults and used by the children.
- Displays of writing to encourage pride in work, give a purpose and audience and to show that work is valued.
- Next steps marking to be used.
- Pupils to have individual English targets in the front of their 'Big write' books. Reviewed and amended regularly.
- Christ Church cursive script to be used and staff to follow the school's handwriting policy.

IMPACT:

Through these implementations, the impact on our children is:

- Pupils enjoy reading regularly, for information and for enjoyment/pleasure.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences.
- Pupils are proud of their writing.
- Pupils know that others value their writing; they see it on display, made into class books, or in competition entry books etc.
- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- Pupils are being adventurous with vocabulary choices.
- Writing across the curriculum is the same standard as in English books.
- There is evidence of a clear teaching sequence in books;
 1. reading and responding phase
 2. reading and analysis phase
 3. gathering content phase
 4. planning
 5. writing phase
 6. scaffolded outcome
 7. independent outcome
- A range of genres are taught across the school (progressing in difficulty) resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.

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- Next steps marking provides positive support and directs the pupil on their next steps to improve their writing.
- Pupils respond to feedback.
- Pupils use classroom resources to support their learning.
- Pupils presentation is of a high standard through following the school's handwriting policy.
- Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made.
- Teachers track pupils' progress each half term in Reading, Writing and Spelling, Punctuation and Grammar. This informs planning and any intervention needed.
- Pupil progress meetings with Headteacher and teachers each term ensure different groups and individual progress is monitored and interventions organised to support progress.
- Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or in the case of those working significantly below expectations to make better than expected progress.
- Subject leader provides an action plan for the subject and addresses areas for development and improvement annually.
- Subject leader does one annual report for the governors so they are up to date with any new initiatives that have been introduced and the impact of these. English governor is invited in regularly to discuss progress and the action plan as well as observe lessons on a learning walk.
- Subject leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives.
- Standards being met at the end of EYFS, Phonics Screening Check, KS1 and KS2 are broadly in line with local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are often included on the School Improvement Plan and English Action Plan.

Monitoring

Our curriculum is reviewed and monitored on an annual basis in the Summer Term. This statement of curriculum intent will be reviewed every three years, in the Autumn Term, to reflect any changes made to the curriculum.

Miss Dawn Richardson
English Subject Leader
October 2020