

English



Intent, Implementation & Impact

Intent

Our Curriculum has been carefully designed as we know that quality English teaching is integral in supporting children's access and enjoyment of the rest of the curriculum. Our provision helps children to develop the language and skills that they need to succeed to thrive in the modern world and directly impacts on their future life chances.

Through our English curriculum, we aspire to provide pupils with the skills to speak, read and write fluently so that they can communicate their ideas and emotions to others. Through reading in particular, pupils have the chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables pupils both to acquire knowledge and build on what they already know.

We strive for all children to become competent readers and writers. We aim for a child to be able to:

- Speak and listen confidently and carefully;
- Use discussion in order to learn; they should be able to elaborate, question and explain clearly their understanding and ideas, using an increasingly rich vocabulary;
- Read easily, fluently and with good understanding;
- Develop the habit of reading widely and often, for both pleasure and information;
- Acquire an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- Appreciate our rich and varied literary heritage and those of other cultures;
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- Offer meaningful opportunities for speaking and listening which includes making formal presentations, drama, demonstrating to others and participating in debates;
- Embed these skills so that they are transferred and confidently applied within all curriculum areas and outside of school.

As a school we follow both the NC and our own detailed progression of skills development documents to ensure comprehensive coverage of objectives. Other ways that we develop deep knowledge, understanding and skills is through:

- **English Sessions** - these sessions develop each child's abilities within an integrated programme of speaking and listening, reading and writing with meaningful opportunities to consolidate and practice taught literacy skills. Children are exposed to and are inspired by a range of genres and text types and given opportunities to write for different audiences and purposes.
- **Writing purposes** – teachers plan opportunities to inspire children to write for a variety of audiences and purposes both within English lessons and across the wider curriculum.
- **Phonics** – NKS follows the DfE accredited Twinkl Systematic Synthetics Phonics Programme ensuring parity and rigorous coverage enabling children to become fluent readers as quickly as possible.
- **Reading comprehension** – weekly opportunities for children to extend their comprehension skills in 1:1, small group and whole class situations.
- **Reading for Pleasure** – children are given opportunities and encouraged to read for pleasure and staff model positive reading habits.
- **Reading material** – Class libraries have a range of age-appropriate books - both fiction and non-fiction – that children are encouraged to read both in and out of school.
- **Spelling**- is taught through explicit teaching of spelling patterns and statutory words during timetabled sessions across the school. Further dedicated time to practise is given in classes.
- **Handwriting** – is taught through frequent timetabled sessions where handwriting skills are introduced and then practised so children can develop a fluent and legible script which respects the style of the individual.
- **Grammar** – is taught explicitly and applied within English sessions. Grammar knowledge is revisited frequently to embed understanding.
- **Oracy** – staff support children in developing the ability to articulate ideas, develop understanding and engage with others through spoken language. 'Show and Tell' and role play are integral parts of our early years and KS1 curriculum and opportunities for debate and drama are embedded in long term plans. Exploratory talk and questioning are valued highly within the classroom and used to support children's learning in all curriculum areas.
- **Listening** – staff model how to listen well and engage in supportive learning conversations.
- **Use of technology** – The children have access to Chromebooks and iPads in their classrooms and use these to research, organise and present their learning in some English sessions. These devices are also used to support key learning through interventions and targeted areas of support such as Reading Eggs and Spelling Shed. Technology can be also used to support children for transcription purposes as needed.
- **Self-motivation/resilience** - children are encouraged to be brave with their writing and to accept mistakes that they will make as learning opportunities. Supportive adults model and help children overcome anxieties and imagination barriers creating a culture where all children feel confident and regularly have their ideas validated and celebrated.
- **CPD** – Teachers and TAs are encouraged to keep up to date with current research and training is offered to support staff when needed.

	SEND	Disadvantaged
	• Children receive scaffolded support to enable them to access age-appropriate texts and materials. • Interventions are carefully considered and delivered with parental awareness and involvement. • Timings of interventions and other support sessions are carefully considered to minimise loss of learning time in the broader curriculum. • Use of computing technology to aid children with SEND in accessing learning. This includes children with fine motor needs. • NKS Dyslexia Programme.	• Disadvantaged children targeted for enrichment opportunities e.g. trips to the Story Museum, potential participation in Extreme Reading Programme. • Participation in Blue Sky Book Club sessions (years 4,5 & 6). • Funding available to ensure children can access all activities and purchase of homework books/reading books etc. • Arch Reading scheme. • A wide range of reading material is on offer for the children. • Headteacher Lunch Clubs

Impact	Pupils are active and questioning in English and have secured the key knowledge and skills as directed by the National Curriculum. At NKS, we use a three-tiered approach to monitor the impact: 1. Assessment is used to shape future learning, both for the individual child and for future cohorts. In English we use the following assessment methods: statutory assessments, termly PIRA and GAPS standardised assessments, Salford reading assessments, one-to-one reading, Twinkl phonics assessments, comparative marking, live assessments; quizzes; discussions; practical tasks; rubrics; targeted questioning; 'book-looks'; KWL grids; investigations and Dyslexia assessments. All assessment is purposeful and should not create an onerous workload for teachers. 2. Regular pupil progress meetings, structured conversations, parents' evenings, SEN reviews and pupil voice ensure there is parity for all groups of pupils. 3. Information is verified through oversight by Subject Cluster Groups, school leadership, the governing board and external moderators.
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