



English: Intent, Implementation and Impact

English is at the heart of our curriculum at Cledford Primary School. Our curriculum is designed with the intent that all children will become fluent readers who have a love of reading and an appreciation of the value of books, and creative writers with a sound understanding of grammar and technical features. Our personalised, culturally rich, spiral curriculum that we have developed will instil in all children a love of reading and writing that will hopefully last them a lifetime. Through our use of high quality, cross curricular texts and vocabulary rich environments, our children are exposed to a language heavy, creative English curriculum. The National Curriculum forms the foundation of our curriculum here at Cledford but we ensure that our children gain additional skills, knowledge and understanding by enhancing our curriculum, when necessary, to ensure that they know more, remember more and understand more. We encourage all children, through the curriculum we have developed, to be motivated, reflective and resilient learners.

Writing Intent

Writing is an integral part of our curriculum at Cledford School. We want every child to leave our school with the skills of a competent writer who:

- can write creatively, fluently and accurately regardless of genre or topic
- has acquired an understanding of the mechanics of spoken and written English through their knowledge of grammar and punctuation
- can spell words accurately that comply with the spelling rules that they've been taught or that are contained in the statutory word lists
- can write in a clear, consistent and legible style, taking a pride in the presentation of their handwriting
- has a rich and varied vocabulary to allow them to comprehend others and to express themselves clearly both in spoken and written form
- applies the skills of editing to improve their writing

The wider curriculum at Cledford is designed so that our pupils have regular and frequent opportunities to use and apply the writing and spoken language skills that they have acquired during English lessons in a range of different contexts.

Writing Implementation

High quality texts are at the heart of our curriculum and a text based approach to writing is used to ensure our carefully planned and sequenced writing opportunities offer pupils the chance to write in a range of styles and for different purposes across the curriculum. Each text is carefully selected in order to promote a love of reading, engagement and quality writing from each child. We teach pupils to structure and organise their writing to suit the genre in which they are writing, thinking about possible reader impact and how this can be best achieved.

Writing skills are not just taught discretely in English lessons but throughout the day via cross curricular writing opportunities. We promote the learning of new vocabulary through discussions around the literature studied and develop confidence in the use of new vocabulary through regular opportunities for using it.

The teaching of spelling at Cledford is sequentially planned to build upon prior knowledge. There are regular timetabled spelling sessions across KS2 and phonics sessions in KS1 and EYFS. Pupils learn spelling rules, common exceptions words and irregular spellings.

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers will sometimes focus on particular grammar and punctuation skills as separate stand-alone lessons, if they feel that the children need additional time to embed and further develop their understanding or to consolidate skills.

Writing Impact

Our writing curriculum is high quality, well thought out and is planned to demonstrate progression. Children leave Cledford as confident writers. They are able to write creative and engaging pieces, in a well-structured, technically accurate way. Our children are able to express their views clearly and articulately both verbally and in written form.

We aim for the % of pupils working at ARE at the end of each key stage to be at least in line with national averages and for there to be no significant gaps in the progress or attainment of different groups of pupils.

Reading Intent

At Cledford we value reading as a life skill and we are dedicated to enabling our pupils to become lifelong readers; we are committed to fostering a love of reading. We strive to teach children to read effectively and quickly, using the Letters and Sounds programme which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words. We believe that teaching children to read and write independently, as quickly as possible, is essential. These fundamental skills not only underpin the rest of the curriculum but also have an enormous impact on children's self-esteem and their future life chances.

At Cledford we:

- teach children to read with fluency and expression. Through our curriculum, children develop their ability to comprehend and critique a variety of texts across different genre
- give pupils the opportunity to apply their reading skills across the curriculum
- have a wide range of quality texts available in our library for the children to read at home and school
- understand the importance of sharing and exploring high quality texts

Reading Implementation

At Cledford we teach daily systematic phonics lessons in every class from EYFS through to year 2. Teachers use continuous assessment for learning to ensure the children are stretched and challenged and those children that require additional support are identified so they 'keep up, not catch up'. Phonics is clearly linked with early reading with children receiving daily morning reads in small groups with an adult in year 1. Across Reception and Key Stage One, pupils' reading books are closely matched to their increasing knowledge of phonics and ability to read 'tricky words' so that they experience early reading success as well as consolidating the learning that takes place within the taught phonics lessons.

In Key Stage 2, pupils are taught reading through daily Guided Reading sessions where they experience a variety of different genres and authors, learn comprehension skills and are exposed to a rich and varied vocabulary.

Reading skills are also taught through lesson starters in other subjects, giving children the opportunity to develop and apply their reading skills across the curriculum.

Pupils who are experiencing difficulties in learning to read are supported through the FFT intervention which is delivered 1 to 1 by trained staff daily.

At Cledford, we promote the importance of reading and foster a love of reading in a variety of ways:

- Children are read to by an adult every day
- Reading is celebrated in every classroom with designated areas for reading and high quality reading material that is easily accessible
- The importance of reading is enhanced through the delivery of parent workshops for reading and phonics and regular parent stay and read sessions
- Subject specific texts which link with other areas of the curriculum and texts that can be read for pleasure books are available in each classroom.
- We make full use of the Education Library Service to further support the reading resources in school

Reading Impact

Through the teaching of systematic phonics, our aim is for all children to become fluent and competent readers by the end of Key Stage One. Pupils can then focus on developing further their fluency and comprehension as they move through the school.

Although it is our aim for the % of pupils working at age related expectations at the end of each key stage to be at least in line with national averages and for there to be no significant gaps in the progress or attainment of different groups of pupils, we firmly believe that reading is the key to all learning and the impact of our reading curriculum goes far beyond assessment results. We want children to leave Cledford as life-long readers who will read for pleasure and who are able to reference a wide range of different authors, from both different literary traditions and genres. We hope that as children move on from us to further their education and learning that their passion for reading travels with them and continues to grow and develop as they do.