

**Key Intentions that drive our English curriculum.**

<b>INTENT</b>	<b>IMPLEMENTATION</b>	<b>IMPACT</b>	<b>RESEARCH LINK</b>
<p><b><u>Intention 1:</u></b>  <b>To build an English curriculum, which develops learning and results in the acquisition of knowledge and skills so that all pupils will know more, remember more and understand more.</b>            To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more to help them reach or exceed their potential at Wrenthorpe Academy and in prepare them for later life.</p>	<p><b><u>A clear and comprehensive scheme of work in line with the National Curriculum will be used.</u></b></p> <ul style="list-style-type: none"> <li>• English is planned for, following the EYFS framework and KS1 and KS2 National Curriculum.</li> <li>• English is planned from high-quality selected texts.</li> <li>• Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.</li> </ul>	<p>Children will make at least good progress in Reading, Writing and Speaking and Listening from their starting point in Reception to their last point of statutory assessment at the end of KS2.</p> <p>Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p>	<p>National Curriculum School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age related knowledge and skills.</p>

<p><b><u>Intention 2:</u></b>  <b>To develop a curriculum, which develops a love of reading to help pupils know more, remember more and understand more.</b>          To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and understand more about what they are studying, fuelling their imagination for ideas to use in their own work.</p>	<p><b><u>Synthetic Phonics</u></b></p> <ul style="list-style-type: none"> <li>• The systematic teaching of synthetic phonics has a high priority throughout Reception and Key Stage One. Phonics is taught daily to all children in Reception, Year One and those in Year Two who have not passed phonics screening in Year One.</li> <li>• Read, Write Inc is used as the basis for delivery of dedicated Phonics sessions and as part of English sessions.</li> <li>• Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Dedicated phonics sessions are delivered in small groups as recommended by the Read, Write Inc programme, with regular assessment and movement between groups as required.</li> <li>• Pupils will be given Read, Write Inc Reading books, which closely match the phonics that they are currently working on.</li> <li>• Intervention is planned for those children who are working below expected levels.</li> </ul> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>• Reading forms the core of our curriculum. All children read and are read to so that they develop a love of Reading. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum.</li> <li>• <b><u>Reading Lessons</u></b> – Pupils in Key Stage Two have two lessons per week which focus on Reading Comprehension skills and cover a variety of content domains.</li> <li>• <b><u>Reading Scheme</u></b> – school uses different reading schemes to provide a variety of appropriate quality texts for children to read covering varied genres. The schemes incorporated in our reading provision include: Oxford Reading Tree, Project X, Graphic Novels and Book Banded ‘real’ books. Pupils progress through the scheme is tracked in order to ensure progression and challenge for all children.</li> <li>• <b><u>Classic Texts</u></b> – all children will study and have classic texts read to them in all year groups. This may include traditional fairy tales/rhymes in Reception and Key Stage One to established classic novels in KS2.</li> <li>• All children from Year 2 complete NFER reading tests to assist in ensuring that they read appropriately challenging books. This is undertaken termly with Scheme Stages or Book Band colours changed accordingly.</li> <li>• <b><u>Individual Reading</u></b> – all children from Reception to Year Six read individually to an adult weekly (Teacher and TA alternating).</li> </ul>	<p>Children will have a love of reading and make at least good progress in reading from their starting point in Reception to their last point of statutory assessment at the end of KS2.</p> <p>Children will use their reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.</p>	<p>Research by The Education Endowment Fund indicates that phonic approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months progress.</p> <p>Research by The Education Endowment Fund indicates that reading comprehension approaches (delivered through Group Reading or structured Reading Lessons) can deliver an additional six months progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities and involve activities and texts, selected sections of text, that provide an effective, but not overwhelming, challenge.</p>
---	---	---	--

	<p>Throughout school a minority of children will have additional reading with an adult as a form of intervention or if little support is given at home.</p> <ul style="list-style-type: none"> <li>• <b>Home Reading</b> – all children are expected to read at home and take home reading books. All children in Reception, Year One and Year Twos still working on phonics take home two reading books, a Read,Write Inc. book linked to the phonics they are studying and an Oxford Reading Tree book to work on tricky words. Children in Year Two who passed their Phonics Check and children in KS2 take home one book a week.</li> <li>• <b>Group Reading</b> – children in Reception and Key Stage One take part in Group Reading sessions , which run twice a week. These are planned by the teachers but may be led by a TA. These are used to teach a range of skills and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors.</li> <li>• <b>Reading Areas</b> – all classrooms have class reading areas with books related to topics being studied in Foundation Subjects and other age-appropriate reading for pleasure books.</li> <li>• <b>Library</b> – All children visit the school library each week and choose a book to read at home for pleasure.</li> </ul>		
<p><b>Intention 3:</b> To provide opportunities across all curricular areas for the development and application of Speaking, Listening and Writing skills to help all pupils know more, remember more and understand more. To design a wider curriculum that provides regular opportunities for pupils to use and apply the spoken language and writing skills that they have acquired from the English Curriculum.</p>	<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• The promotion of a language rich curriculum is essential to aid the successful acquisition of knowledge and skills across the curriculum.</li> <li>• The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned in all subjects with Key Vocabulary for topics being displayed.</li> <li>• The promotion and implementation of Key Vocabulary across the curriculum provides the tools to enable children to more, remember more and understand more.</li> <li>• Pupils are given a wide range of opportunities to use and develop their Speaking and Listening skills to help them with the writing process across the curriculum.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• All children write daily.</li> <li>• School plans writing linked to quality reading texts. Planning is carried out in phases to ensure the coverage of key objectives in grammar, which build competency. Opportunities for children to apply their</li> </ul>	<p>Children will be able to produce written work in all areas of the curriculum to a similar standard, which evidences good progress from their starting point in Reception to their last point of statutory assessment at the end of KS2.</p>	<p>Research by the Education Endowment Fund indicates that all pupils benefit from oral language interventions and some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months additional progress).</p> <p>Research by the Education Endowment Fund indicates that</p>

	<p>writing skills are planned and links to the wider curriculum are made when doing this. Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps are identified by the teacher and also through self or peer assessment. We assess using Writing Assessment grids and we share our assessments with other academies in our Multi-Academy Trust.</p> <ul style="list-style-type: none"><li>• School has expectations of presentation that all children are encouraged to adhere to. Good presentation is celebrated and may be used as a model for peers to follow.</li><li>• Pupils from Year Two upwards are taught weekly Spelling sessions using ideas from Twinkl. Key spelling rules and patterns are explored and effective strategies for learning, remembering, understanding and applying rules are taught.</li></ul>		<p>children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis/assessment can help to identify priorities and focus teaching to ensure that it is efficient.</p>
--	--	--	---