

English Intent

Our **English Intent** is based upon our **Curriculum Intent**. This closely follows our vision and aims for our school – **Pride – Respect – Success**.

As an Infant School, we believe it is our responsibility to develop the core literacy skills of all our pupils as they are the basis for all future learning and development.

Using the Early Years Foundation Stage Strategy and National Curriculum as a basis, age appropriate progression for each core subject has been identified.

This has been mapped out to ensure that coverage of identified knowledge is secured across EYFS and KS1. We carefully select the sequence of when, what and how knowledge is taught, revised and embedded and subject leaders review this regularly.

Our curriculum is firmly based upon the development of key literacy as dictated by the needs of our children.

As part of this, links between phonics, reading and writing are explored and developed on a daily basis.

Intent

Phonics

At Clarendon Infants, we are passionate about making sure every child becomes secure and enthusiastic readers who read for a wide range of purposes and for pleasure. We believe that phonics provides children with the skills they need to succeed as readers and they can apply these to all areas of the curriculum. Throughout Phonics, children learn to confidently and effectively segment sounds to spell words and blend words during reading. We believe that phonics is a key priority in children's learning as these skills allow them to access both the curriculum and the wider world around them. Please see the Phonics intent for more information about Phonics at Clarendon Infants School.

Reading

In our school, we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. To monitor this, we use the Pira reading test which provides an array of information on the child's reading development. We want pupils to develop a love of reading and be able to understand the world around them through their exploration of texts. We pride ourselves in high quality texts and literature rich environments to allow them to build a love of reading. All children are provided with opportunities to become the best readers they can be and build the skills they need to be successful both in decoding and comprehension. We believe that all children should understand what they have read and use this to provoke opinions and ask thoughtful questions. Also, we are passionate about the importance of parents and carers to support the development both decoding and comprehension skills. Therefore, we encourage strong home learning links and provide a range of experiences to encourage reading for pleasure. To develop this we have a Reading Tree which provides the children with a visual record of how they are doing and they have reading records.

We also provide children with opportunities to develop their vocabulary understanding and build a rich language. Each class focusses on a Word of the Week where the children explore a word in depth. They are then encouraged to include this in their own writing and develop a wider knowledge of vocabulary.

Writing

We intend for pupils to develop the skills to plan, produce and evaluate their writing. To be able to do this effectively, pupils will focus on developing their transcription techniques and apply their phonics knowledge to support them. They will also begin to develop their composition techniques and use these to create and convey their ideas effectively. We also intend for them to develop their awareness of purpose and the form of different text types. In turn, they will also develop their understanding of the KS1 spelling, punctuation and grammar terms outlined in the national curriculum.

Handwriting

As an Infant School, we believe it is our responsibility to provide children with the key skills they will need throughout their academic and personal lives. The ability to fluently and legibly convey ideas allows children to share their thoughts and ideas easily. Therefore, handwriting is a skill which should be consistently taught and embedded to allow children to convey their work in a style which is easy to produce and read. We aim to:

- Provide all children with equal opportunities to develop their handwriting and achieve success
- Develop clear and legible handwriting in all areas of the curriculum
- Encourage children to show pride in the work they have produced
- Develop accuracy and fluency in their letter formation
- Have a consistent whole school approach for handwriting which is clearly modelled and followed by all members

Implementation

Writing

In order for the children to become successful writers, we use a story as a starting point for their writing. This is then taught using [Talk 4 Writing](#), an approach developed by Pie Corbett. It is based on the key principles of how children learn and enables them to imitate the key language they need orally before reading and analysing it. We believe that the fun activities and oral rehearsal allow children to internalise the text structures and language patterns before putting pen to paper. Talk 4 Writing has 3 stages: Imitation, Innovation and Invention, with the aim of the whole process being to create independent, enthusiastic authors. The children are immersed in writing daily and provided with different opportunities to develop their writing. This is also reflected in provision to ensure children become confident writers. They are also taught the specific spelling, punctuation and grammar requirements for each year group and encouraged to apply this to all areas of writing. Writing assessment is then used every half term to ensure children are becoming skilled writers. This assessment is also used to inform next steps and areas of focus in future lessons.

Reading

In Reading, the children are exposed to a wide range of texts and we currently use the Bug Club scheme. These books allow children to practise their developing phonetic awareness as well as being exposed to new vocabulary. Every day the children are exposed to reading sessions which are a balanced mixture of whole class reading and a group approach. In the whole class reading

section, the children are exposed to: phonetic awareness, new vocabulary, model reading and targeted questioning. Then, during the group approach, the children are exposed to the VIPERS which cover the breadth of reading comprehension and targeted questioning for their needs. The use of AFL is applied to ensure the children are becoming confident readers. To monitor this, we use the Pira reading test which provides an array of information on the child's reading development.

Handwriting

We have a clear focus and intent to develop children's handwriting. This is done through the combined approach of developing: gross motor skills, fine motor skills and specific letter formation. The children have opportunities to develop these skills in continuous provision through different activities. Recently, we have introduced Write Dance for Early Years to help encourage gross motor skills. Also, throughout the school, the children are given daily playdough sessions to increase fine motor skills through squeezing, pinching and rolling playdough.

Impact

The children within our school will become confident and lifelong readers. They will also be provided with the skills to develop their writing throughout their school career and throughout their adult life.

To ensure all children are reaching their full potential and showing: pride, respect and success within their English learning, we complete a range of monitoring activities. These activities are:

- Pupil voice and attitudes to learning
- Teacher voice and staff questionnaires (to ensure staff are confident and highly skilled practitioners)
- Planning checks to ensure high quality learning opportunities are being exploited
- Book checks to ensure learning reflects children's progress and our school ethos
- Continued Professional Development for all staff members
- Regular coaching and drop in sessions to ensure Quality First Teaching is being used effectively

All of these monitoring activities are then regularly reflected upon and next steps are identified and developed further.