



Curriculum Intent, Implementation and Impact Statement

Our Intent - English

At Darwen St James we believe that a high quality English curriculum should develop children's love of reading, writing and communication.

To enable all children to read with fluency and develop a good understanding of appropriate to their reading age

To enable all children to write clearly, accurately and coherently.

To enable all children to compose high quality pieces of writing that show understanding of grammatical skills and individual flare and style

Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to: read easily, fluently and with good understanding and to develop the habit of reading widely and often, for both pleasure and information.

To communicate their ideas in writing clearly, accurately and coherently.

To set high expectations in presentation skills

To provide a secure basis in literacy skills as a crucial foundation to a high quality education and the ability to participate fully as a member of society.

Implementation

- Reading-
- Daily Guided Reading using high quality levelled texts
- We have changed our delivery of reading to follow content domains with a focus on questioning and clearly defined reading strategies
- Whole class working on 1 text for three days, before being split into differentiated groups for the final two days of the week.
- Guided reading will last 20 minutes per day.
- The lessons will focus each week on a different content domain, with the teacher modelling how to use this skill to answer comprehension questions on the text.
- The children read with purpose and then feedback using scaffolded language to make full sentences - verbal comprehension
- Daily reading for pleasure
- Daily Whole class story time
- Weekly written comprehension
- We also have weekly timetabled Library time
- We have been adding to our school reading bands to make texts as up to date as possible - this is on a rolling programme
- We have just bought a whole new home reading scheme, which in EYFS and KS1 links completely with our phonics scheme - Phonics Bug, but also goes beyond that to Year 6 level.
- We have attached Home Reading to our new reward system to promote Home Reading.
- We hold Phonics workshops in school for parents
- In the Infants we invite parents in for story time once a week.
- We timetable a whole school day on World Book day
- We take part in a local poetry competition held annually.
- We love to invite authors and storytellers into school



- Writing-
- Daily English lessons that follow the 2014 National Curriculum
- We have changed our delivery of writing to follow the Lancashire Primary English scheme of work.
- We have 10 minute grammar lessons, followed by a 1 hour English lesson daily.
- Each unit has follows the sequence of 'creating interest', 'reading and responding', 'generating content' and 'writing'.
- This is a scaffolded approach to teaching writing uses good quality texts, explicit use of grammar and the immediacy of being able to apply a taught skill.
- Taught handwriting lessons four times a week using letter join with a continuous focus on presentation in all subjects.
- Phonics/Spelling-
- Daily Phonics lessons - EYFS-Year 1-2 using Phonics bug
- Phonics sessions last 20 mins
- Spelling from Year 2 is daily, lasting 20 mins
- Spellings are taught using Spelling Shed.
- Phonics is continued into KS2 where necessary, however if children have SEND which is a barrier to understanding phonics we use an intervention called toe-by-toe.
- English overall-
- High quality delivery by enthusiastic and passionate staff who ensure all children are engaged with quality texts.
- A commitment to ensure English is taught across the curriculum e.g vocabulary building in foundation subjects to acquire subject specific vocabulary, writing opportunities to apply a pre taught genre in foundation subjects.
- High quality modelling of spoken english by all staff members as a precursor to a "say it, write it" approach.
- Exposure to a range of genres in a more informal style of delivery, e.g poetry club where children hear, share, discuss, recite and perform poetry.

Impact

The impact of our curriculum is evaluated through end of year assessments and Government tests; through Governor meetings; visits and through our own monitoring of teaching and learning which includes pupil voice.

- All children make excellent progress from their own personal starting points by developing phonic knowledge and skills in KS1. This is demonstrated through outcomes from Phonics Assessments and Teacher Assessments.
- Throughout KS1 and 2 pupils continue their reading and writing learning and make good progress from their starting points.
- Having mastered Phonics, children develop a love of reading and books that is further developed in KS2

Regardless of background, ability or additional needs, by the time children leave DSJ, they will: -

- be able to read fluently and write clearly and accurately
- they will be able to adapt their language and style for a range of contexts, purposes and audiences.
- acquire a wide vocabulary and have a strong command of the written word.
- develop a love of reading and writing and be well equipped for the next step in their educational journey.