



English - Intent, Implementation and Impact

At St Matthew's we believe that the basic principle of an effective curriculum is that learning makes a change to long term memory. The intent is that our English curriculum facilitates the delivery of this basic principle. In order to do so a strategic approach, based on pedagogical research, must be in place.

Intent

It is our intention when teaching the English curriculum that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening which will equip them with the fundamental tools to achieve in the school and beyond. Reading is at the heart of the curriculum with class texts chosen to ensure children experience a wide variety of texts, broaden vocabulary and understanding of grammar and allow children to see reading as a pleasurable experience which underpins all their learning across the curriculum.

Our intentions

- Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Preston St. Matthew's C.E. Primary Academy¹.
- To promote and instil a love for reading, writing and high-quality literature into pupils at all ages.
- To derive an English curriculum which is sequenced to develop the acquisition of knowledge and skills.

Implementation

Our English curriculum is derived around high quality age-appropriate texts. We use books to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Medium Term Planning for each Literacy Unit is taken from Lancashire Literacy Consultants' Planning documents. This is then used to inform short term planning.

For all the different types of Literacy lessons, a defined structure is in place. This is not dictatorial; however, it is expected to see some aspects of the outlined framework in each lesson. In Literacy lessons, the model for teaching a unit of work would be as follows:

¹ Hereafter referred to as PSM



- A reading and responding phase
- A reading and analysing phase
- A gathering content phase
- A writing phase

Within each of these phases, planning would be broken down into daily lessons. These would generally consist of:

- 10 - 15 mins SPAG teaching (I-model)
- 20 mins main teacher input
- 20 mins independent work
- 5- 10 mins conclusion

Vocabulary Development

The development of vocabulary has been a focus at PSM and it continues to underpin the curriculum with teachers using opportunities in reading as well as the wider national curriculum subjects to identify key vocabulary, explore meaning and apply to their learning.

Reading

Reading is a high priority area of our English curriculum at PSM. Reading is a fundamental skill, used to stimulate children's imaginations and learn to acquire a love for books. We carefully monitor the children's reading at home and reward children who read regularly. We encourage parents to be fully active and engage with us in this in order to support their child's ongoing development. Reading is not only celebrated in classrooms; around school, you will find displays which celebrate authors, inspiring reading corners and spaces with current class reads. We have book clubs, celebrate World Book Day, host Librarian and author visits and have an accessible, inclusive library.

All children take part in daily reading sessions. On entry to school, in the Early Years, the focus is phonics and learning to blend and segment words with individual reading books, supporting the development of word reading. In Key Stage 1, teachers use a range of quality texts to continue to develop phonic knowledge and comprehension skills. In Key Stage 2, class teachers deliver daily reading sessions to build fluency and aid understanding and comprehension.

If children are working below their chronological reading age, targeted support is put in place. Children in all classes have a story read to them every day. We do this so that reading is correctly modelled to the children as well as giving them the opportunity to enjoy being read to. Further information can be found in the school's English Policy.

Phonics

Essential Letters and Sounds (ELS) is our chosen phonics programme. The aim of ELS is to get all children to read well, quickly. It teaches children to read by identifying the phonemes and graphemes within words and using these to read words. All members of staff are trained to teach ELS, to ensure we have an expert team of reading teachers, led by our phonics lead. At PSM, we use a flexible grouping approach to the organisation of phonics teaching, we ensure the provision of phonics is tailored to suit the individual's needs. Further details can be found in the school's Phonics Policy.

“Be blessed by God, be happy and aspire to be...”



Writing

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling. Our approach when teaching writing covers the transcription and composition requirements of the National Curriculum. We refer to Lancashire KLIPs² for year group coverage and progression. Teachers clearly model writing skills and document the learning journey through consistent working walls; supported composition and guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length, in extended, independent writing sessions at the end of a unit of work – applying their taught skills to an unsupported piece of writing. Further information can be found in our curriculum overviews.

It is recognised that Literacy skills form an essential basis on which the rest of our curriculum is built. To this end it is our expectation that the standards of learning achieved in Literacy - in particular in writing - are mirrored across the curriculum

Grammar

As stipulated in the National Curriculum, the grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language.

Grammar lessons are taught through the I-Model approach. Pupils are taught discrete grammar and are immersed in the skill. This progresses throughout the week where the child invents and improves their work, demonstrating the focused skill. It is class teachers' expectation that, following the sequence of lessons to form building blocks to a piece of writing, pupils will begin to independently apply the grammar skills and content taught and embed these within their writing.

Spelling

When the ELS phonics scheme is completed, from Year 2 spelling is taught regularly in focused sessions within each class. Class teachers use the No Nonsense Spellings programme, to systematically teach the rules and spelling patterns of the national curriculum framework for spellings. Spellings are sent home in each year group as part of the children's homework; the pupils are then checked on these words weekly.

Handwriting

Letter formation is taught from the ELS programme and handwriting joins and style further improved and embedded through the Nelson Handwriting scheme.

² Key Learning Indicators of Performance



Impact

To measure the impact of the Literacy curriculum at PSM, we use qualitative and quantitative information. Details of particular assessments can be found in the Assessment Policy.

What we measure:

- Pupils disciplinary and substantive knowledge across the curriculum.
- Results of national tests.
- Results of internal tests.
- Pupil's progress from starting points.

How we measure:

- Reviewing and evaluating the work pupils produce.
- Pupil voice via pupil conferencing.
- Comparison with national statistics and benchmarking against similar schools.
- Observation of teaching and learning.

Why we measure:

- To identify strengths in our English curriculum delivery and set goals for improvement.