



St Leonard's CE First School English Curriculum Intent



'The one who gets wisdom loves life; the one who cherishes understanding will soon prosper.'

Proverbs 19:8

'A spiritual gift is given to each of us so that we can help each other'. Corinthians 12:7-11

	<p>English Subject Advocate Mrs Stanesby</p> 
<p>Endeavour I am a Reader. I am a Writer. I am an Author. I have a wide ranging vocabulary. I am a wordsmith. From a tiny spark to a bright flame I am a clear and effective communicator. I am imaginative. I can make my ideas count.</p> <p>Love I am a good listener.</p> <p>Respect I can debate issues respectfully. I can appreciate the classics from my culture.</p>	<p>Advocate statement I have been English Subject advocate for the last 3 years. I have always loved Reading, as a child and as an adult. I have far too many books at home and have a collection of Rupert Bear books going back to my father's childhood. My aim is to share a love of reading and writing and to instil in children how important these skills will be for their lives ahead. Our school staff have made lots of improvements to English in the last few years;</p> <ul style="list-style-type: none"> ☺ A new school library area. ☺ Inviting Reading areas in all classrooms. ☺ The development of Reading and Writing skills ladders and a progression in genre features. ☺ Overhaul of the school reading book scheme and categorisation into book bands. ☺ Implementation of accelerated reader, quizzes and star tests. ☺ Development of a bespoke Reading diary. ☺ Reading workshops in partnership with parents. ☺ Introduction of a new phonics scheme, supersonic phonics friends.
<p>Intent English is the bedrock of our school curriculum as the teaching and learning of it empowers our pupils to participate as full members of society. Reading is our absolute priority. Our mission is that every child becomes a fluent reader. We know that fluency in Reading is a key indicator of future academic and employment success. Reading has the power to achieve social change and to target early life disadvantage for children. Pupils are taught to read and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.</p>	

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know.

All children come to school with some background of reading. We seek to build upon this, valuing the role of parents as the first educators.

High quality texts are used for each curriculum theme to ensure that this learning takes place. Pupils are given tasks with real-life purposes for reading, writing and speaking to motivate them and to prepare them for life.

Local authors and the local Library service are used to inspire our pupils to read and write.

High expectations for speaking clearly and accurately are set from Early Years where speaking in full sentences is encouraged, modelled and expected.

At St Leonards we endeavour to ensure that all of our pupils:

- ☺ can read easily, fluently and with good understanding
- ☺ develop the habit of reading widely and often, for both pleasure and information
- ☺ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- ☺ appreciate our rich and varied literary heritage through the range of texts available within class and in our school library.
- ☺ write with interest, commitment and enjoyment.
- ☺ Write with success; clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- ☺ use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- ☺ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

English is timetabled daily for all pupils. This is usually an hour session to ensure coverage of the National Curriculum and the development and progression of skills. Our teaching is planned from the National Curriculum and Early Years Foundation stage development matters. We plan English lessons flexibly ensuring a balance of whole class, group and individual teaching. Additional time during the school week may be used for independent reading and writing when appropriate.

To ensure progress and continuity, English lessons are planned using long, medium and short term planning to sequence learning and progress knowledge and skills. A Genre progression document is used to support teachers sequence the development of features within pupil's writing.

Pupils are given individual targets for Reading and Writing and they are encouraged to identify themselves where they have met these within their work. Focused intervention is provided for specific groups of pupils in order to help them achieve their potential.



Speaking and Listening

Speaking and Listening success begins in the Foundation stage where one of the core focus areas is communication and language. This is fundamental to allow children to be successful in all other learning.

Teaching staff engage in high quality dialogue with pupils and support them to articulate what they know and understand using new vocabulary. Teachers generate as much new vocabulary from a learning quest as they can.

To develop our pupils as confident and effective speakers and listeners with understanding we;

- Provide them with opportunities to

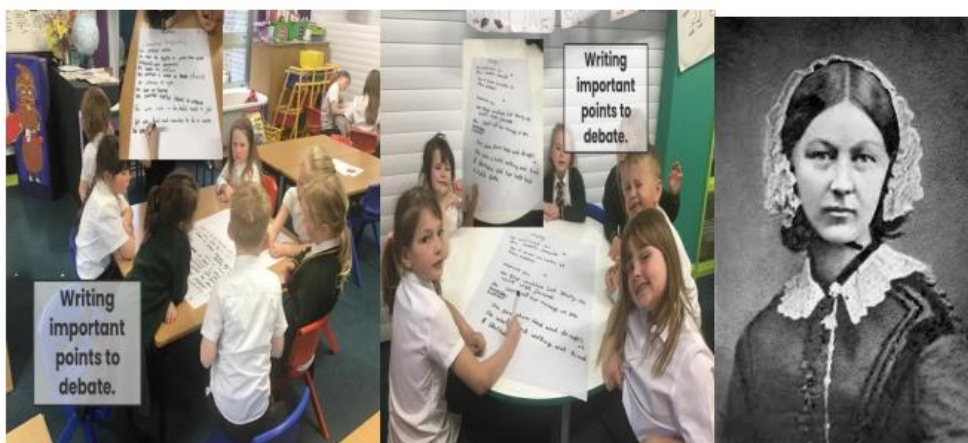
- express their ideas to a range of audiences
- take part in group discussion and drama activities
- listen and respond appropriately to others
- evaluate and reflect on their own speech
- engage in respectful debate on topics of interest.

We ensure that the English curriculum reflects the importance of the spoken language in pupil's development. Strategies such as 'talking partners' are used throughout the school in all subjects to build confidence and ensure that all can interact share and report back their ideas.

Flickers

This week Flickers class have continued learning about Florence Nightingale. They have also been learning about Mary Seacole. Mary Seacole was a British-Jamaican nurse and businesswoman who set up the "British Hotel" behind the lines during the Crimean War. Although her offers to serve as a military nurse were refused she still assisted with the wounded at military hospitals.

The children watched a Horrible Histories" clip about the two nurses then had a debate to discuss who was most important.



Reading

We teach our pupils to read accurately, fluently and with understanding using a range of strategies. Our English curriculum is based around high quality fiction and non-fiction and poetry texts. Pupils experience a wide range of types of text both modern and classic.

Children read books provided from the school's reading scheme as directed by the child's current reading ability. Our book scheme is a bespoke one containing books from a wide range of published reading schemes and real story books and a range of exciting non-fiction books and poetry. Pupils also use ICT as a reading tool in their learning. We use trained volunteers from the local community to listen to pupils read in school.



Sparks

This week Sparks class have been learning about the "oi" sound. To help them remember they all made foil hats!



Phonics

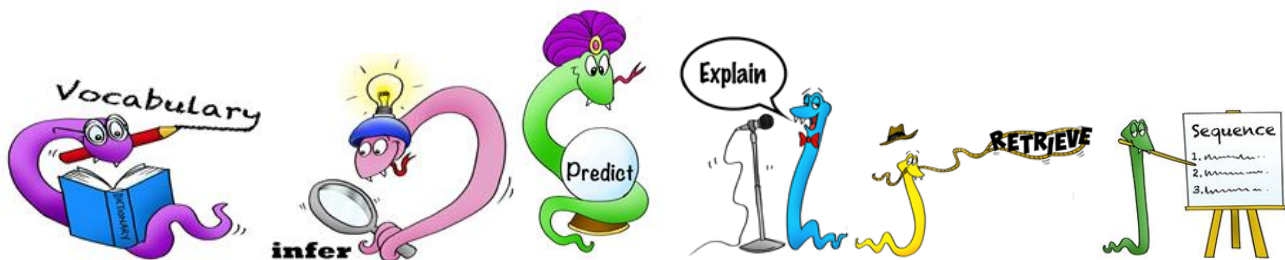
Children are taught to read systematically (fluent word recognition) using Government approved Supersonic Phonic Friends scheme and a range of books banded according to the phases of phonics taught.

Daily phonics sessions of 15-20 minutes take place in Reception and Y1 and Y2 following the SSPF programme. Children are assessed at the end of each phonics phase. The pace of the programme is maintained for the year group and children who need additional time receive intervention.

Throughout the Early years Foundation stage phonetic awareness is developed through activities and routines; listening games, shared reading, saying poetry, rhymes and singing. Children are encouraged to identify familiar letters in their name, familiar words, listen for and remember sounds. In year 1 pupils continue to learn how to segment and blend words and apply their learning. Any pupil falling behind with phonics at any time will be targeted to catch up sooner rather than later with intervention.

Towards the end of Year 1 children will take part in the National Phonics Screening test to determine if they can decode real and pseudo words at the expected level. Pupils not reaching the expected level will continue to receive intervention in Year 2 until they catch up with their peers and will retake the screening test at the end of Year 2.

Any KS2 children who have phonic gaps in their knowledge will continue to follow SSPF phonics in Year 3 from September 2022.



Reading for understanding all year groups.

We teach our pupils to seek information from and learn from the written word as they apply the skills they have been taught to the wider curriculum.

All year groups are taught Reading skills in relation to the VIPERS (Vocabulary, Inference, Prediction, explain, Retrieve, Sequence) these build progressively in each year group from EYFS to Year 4. Every new text that is explored will include a lesson or series of lessons exploring vocabulary, supporting comprehension and developing speech.

Sparks

This week Sparks class have been reading the story of "The very Hungry caterpillar".

This is a short story filled with moral questions on the topics of **self-control, well-being and happiness, and growth and change**. The caterpillar eats more and more with each passing day, until it does not feel good. It takes eating a "nice leaf" to make him feel better.

The children made their own caterpillars out of beads, cardboard and fabric.

They learnt how to make complex repeating patterns.

They even enjoyed a read in the bath!



Reading KS1

For KS1, group/individual reading/ whole class reading to discuss and analyse books will take place daily at the appropriate level based on teacher assessment and Accelerated Reader Star test data. Pupils are given the type of reading they need when they need it to move their learning on.

Individual reading books are changed daily in Early Years and Key Stage 1. As pupils read their reading scheme books they can carry out accelerated reader quizzes on some of the books to check their comprehension skills. Teachers use this information to decide how well pupils are reading within this book band.

The application of phonics leading to children being able to decode words without overt sounding and blending will be taught.

Regular re-visiting of previous knowledge ensures that children build on their previous knowledge. Reading for meaning and comprehension linked to KS1 reading curriculum/ skills ladder will be taught appropriately to the level of the children.

Reading KS2

In KS2, Reading will be taught using whole class reading comprehension sessions, group sessions or individually. Pupils are given the type of reading they need when they need it to move their learning on. Reading for meaning and comprehension linked to KS2 reading curriculum/ skills ladder will be taught appropriately to the level of the children.

During a weekly cycle of English 3 lots of 20 minute reading teaching sessions are planned. As pupils read their reading scheme books they can carry out accelerated reader quizzes on some of the books to check their comprehension skills. Teachers use this information to decide how well pupils are reading within this book band.

Non-Fluent Readers

Summative Reading data for all pupils is analysed termly to identify target children (and children in the lowest 20% of the cohort). Any children identified as non-fluent readers will read daily with an adult or be placed on a precision teaching intervention to improve their fluency.

"My name is not Refugee", "The Journey" and "The Day War Came" are beautiful books which illustrate for children what is going on in the world right now beautifully.



Reading for pleasure

Across school, each class have a whole class text which is shared and read weekly as part of the school timetabled story time. This is prioritised as we know that the more times a child is read to, the more words they accumulate. Children are encouraged to read for pleasure. We know that this has a powerful influence on cognitive development. Reading also has emotional benefits, when a child can lose themselves inside a book.

Reading skills do not improve without interesting and meaningful reading material. Each year group is given a book list full of exciting books (some brand new titles and some classic stories) suitable for their age group, from which they will be able to choose a book to enjoy in class.

Books are provided at playtimes and lunchtimes in our playground reading den.

At St Leonard's, we participate annually in global reading celebrations like 'World Book Day' and we promote the Library Service's summer reading challenges each year. We take pupils on visits to the local library and invite library representatives into school.

The school holds a reading challenge every school holiday to 'read in an unusual spot'. Children send in photographs of them reading out and about.



World Book Day

Well Done to all the children who looked fabulous on World Book Day.

We had Dorothy's, Belle's, Bear Grylls, footballers, Matildas, knights, farmers, Cruella De Ville, Princess Pearl, Elsa, Little Red Riding Hood, Harry Potters and Hermiones, Mary Poppins, Superworm, Puss in Boots, dinosaurs, horse riders, Alice in Wonderland, Funny Bones, Elsa's, lions, Sleeping Beauty and super heroes!

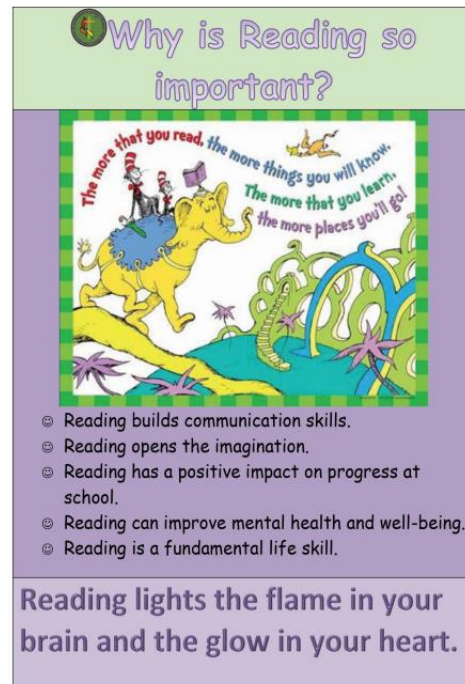
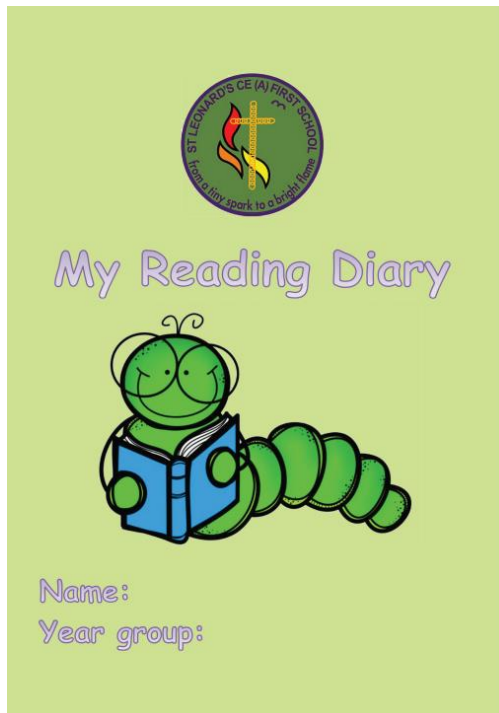
Everyone looked amazing! Keep an eye out for their picture in The Leek Post and Cheadle and Tean Times.



Home Reading

In all year groups, it is recommended that children read daily. Children are required to keep 'Reading Record' books in which to record books that they are reading. There are bespoke St Leonard's school diaries which have VIPERS questions inside to support parents with reading at home.

Reading Record books are checked daily by the class teacher and house points are awarded for reading completed. Rewards for reading regularly such as tea and cake with the Headteacher are enjoyed by the children.



Tea and cake

On Friday our top readers were treated to tea and cake with Mrs Stanesby.

These children have excelled with their reading at home and reading at school this week so they enjoyed a cup cake and a cup of tea with the headteacher as a reward!



Spelling KS1

In Key Stage 1, spelling activities form part of the daily phonics session. Children in Year 2 take part in daily spelling activities using the Read, Write Inc Spelling scheme, including revision and introduction of new spelling rules and patterns, using the Read Write Inc Spelling Programme.

Common exception words

Common exception words are taught through a variety of multi-sensory methods in school and are practiced regularly throughout the week and at home in pupil's rainbow words scrap book. Children are tested on these words weekly and on each year groups' list of words at the end of every term. Once a child has learnt to spell a common exception word correctly it becomes a non-negotiable in their writing book which teachers will not correct.

Spelling KS2

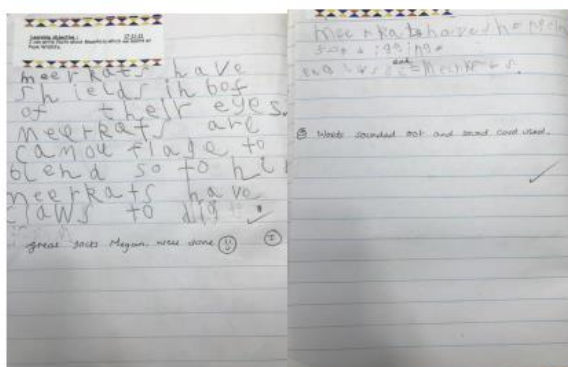
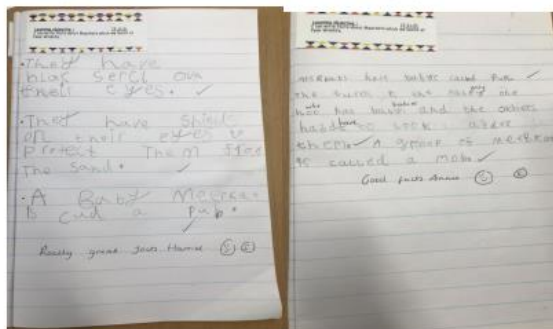
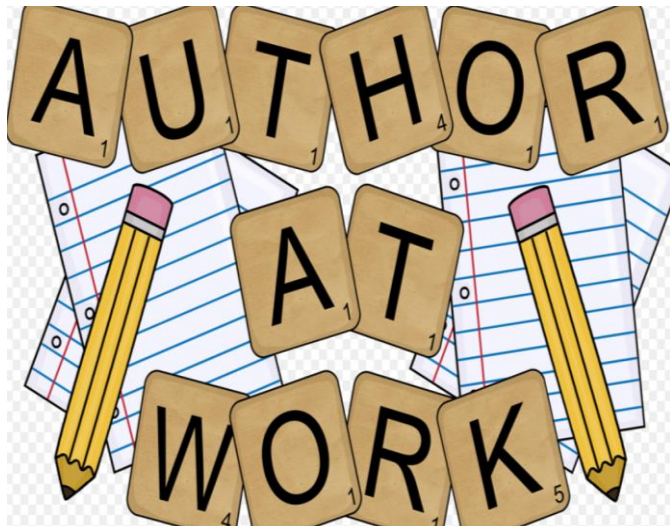
In KS2, daily spelling activities will take place for 15 minutes using the Read, Write Inc Spelling Programme. Lessons build on prior knowledge through regular revisiting of spelling rules and patterns and the spelling strategies that they have been taught to use.

Children are also encouraged to make connections with root words when learning new words that include prefixes and suffixes.

Common exception words are taught in groups of words with similar patterns. Children are tested on these words at the end of every term. Once a child has learnt to spell a common exception word correctly it becomes a non-negotiable in their writing book which teachers will not correct.

Sentence dictation

Across Key Stage 1 and 2, spelling dictation takes place daily to assess children's recall of their spellings and to improve sentence structure. Pupils have a dedicated work book for this activity. This provides our pupils with a fluency in sentence writing which enables them to develop more stamina when writing longer pieces.



They have also been having a very interesting debate.

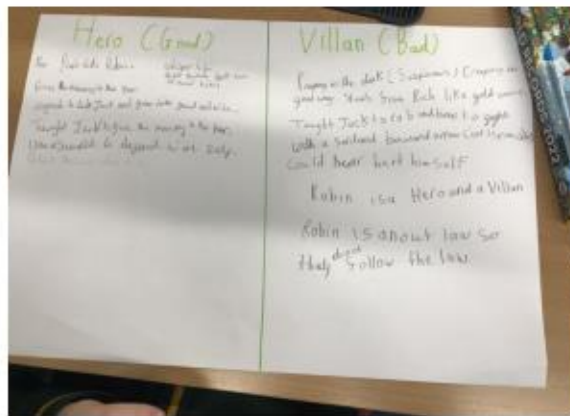
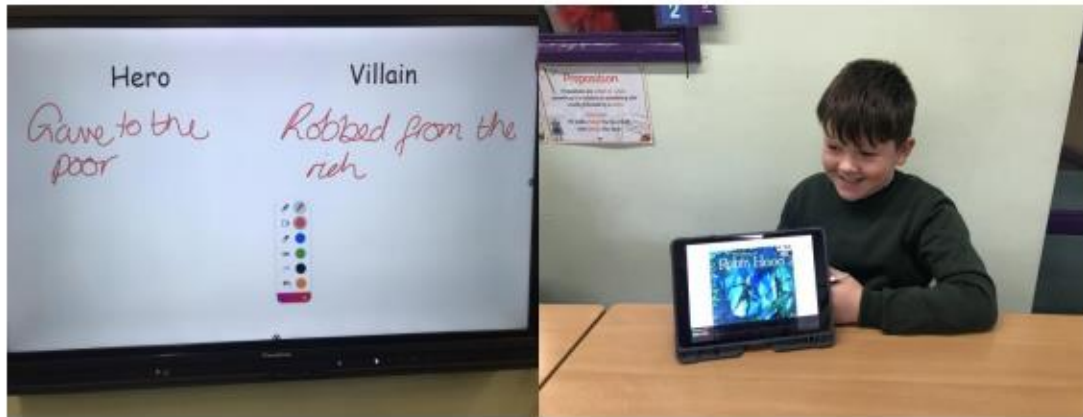
The subject matter was;

"Is Robin Hood a hero or as villain?"

The children studied both sides of the argument, documenting their points.

This culminated in a debate against the hero team and the villain team.

Mrs Amos judged the debate and decided that the winning debate team who put across the most convincing case was the heroes. Therefore it was decided that Robin Hood was, in fact, a hero.



Writers "Hall of fame"

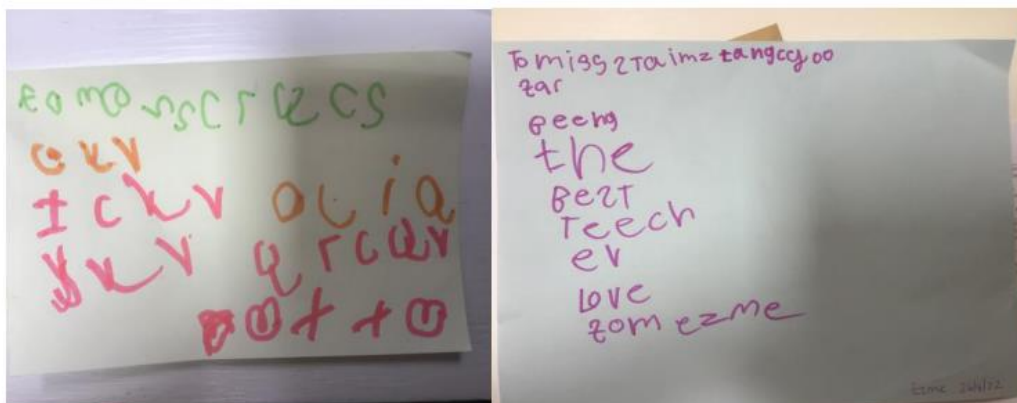
A very well done to Ezme, reception writer of the week, Jack C, year 1 writer of the week, Nina, year 2 writer of the week, Jack S, year 3 writer of the week and Brea, year 4 writer of the week.

They have done some amazing work which has made its way to St Leonard's writers "Hall of fame" for everyone to read and admire.



Sparks have been working hard writing letters to each other at their new message station.

They even wrote some lovely letters to their teachers:



English Writing

At St Leonard's, we teach English writing through putting quality children's literature at the heart of all learning. Our vision is of Reading as 'breathing in' and Writing as 'breathing out', therefore our pupils are given opportunities to read the work of good authors to support their writing. Writing is part of everything a child does in school and teachers ensure that pupils have every opportunity to achieve this goal.

Before children can write, they need to be able to 'say' aloud what they want to write. Teachers support pupils to articulate their ideas in well-formed sentences alongside teaching progressive writing skills. Throughout the school pupils are taught to speak in full sentences at every opportunity.

Pupils are taught to write effectively for a range of purposes and for a range of reasons. (Stories, poems, reports, letters, lists, recounts, captions, poetry, instructions, labels, questions and reviews).

Purpose for writing is put at the heart of the teaching to ensure pupils are highly motivated to write. Pupils write about their own experiences and feelings regularly in their thoughts and feelings journals developed during the covid pandemic to support mental health.

English lessons last up to 1 hour depending on the age and stage of the learners. English lessons include genre feature analysis, modelling of text type, shared writing, independent writing and time to self-edit and respond to feedback.

Teachers model how to write successfully whilst encouraging ideas from the children to be shared and used. Children learn to collect and use ideas from the texts they read in class and independently.

Pupils learn to adapt their vocabulary and style as required for the genre of writing. They are also taught progressively how to use punctuation to make the meaning clear to the reader of their writing. These skills are transferred to other subjects across the curriculum.

The mechanics of writing are focused on at the start of the year and as pupils gain confidence they are taught to develop their imagination within their writing to allow it to flourish.

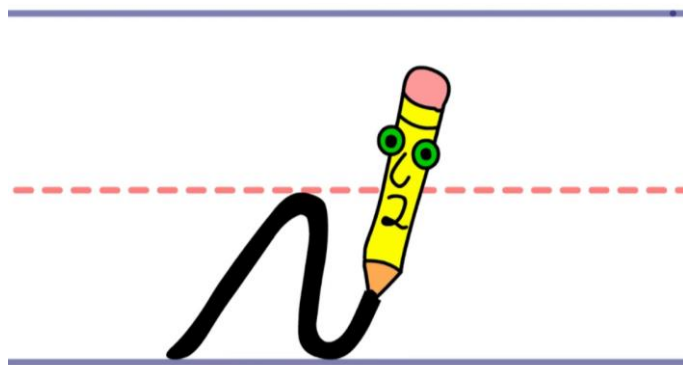
Within Key Stage 1 and Key Stage 2, lessons contain a grammar element that relates to the learning within the lesson e.g. past tense verbs would be demonstrated in independent writing e.g. diary extract. This ensures that grammar is taught in a systematic way through application.

Activities are adapted to the needs of the children. Practical resources are readily available and easily accessible. For example, dictionaries, word mats etc.

Working Walls Classrooms will display an English working wall showing the process of writing. This includes modelled examples of text types, features of the genre of writing, grammatical features of writing and interesting vocabulary choices.

Children will use computing when necessary as an integral part of developing their writing in line with the computing curriculum.

Pupils have an English journal in which they record their work following a sequence of learning. They also have an author book in which they write their free choice pieces of writing.



Handwriting

In the Foundation stage children learn to form the lowercase and capital letters correctly as they progress through the phonics programme.

In Year 1 children are taught cursive handwriting where all lowercase letters start with an upstroke and flicks on the end of appropriate letters.

In Year 2 children develop with support the ability to write in a consistent size, in a neat joined hand using ascenders above and descenders below the line. They also gain an understanding of how to layout and present their work effectively.

In Key Stage 2 the above are sustained.

All pupils have a dedicated work book for handwriting.

Marking, Feedback and Editing

Pupil's written recordings are marked daily in black pen by the teacher or self/ peer marked linked to grammar and spelling focus.

In Key Stage 1, writing assessments take place following drafted independent pieces of writing. At least 1 piece of assessed writing will take place per half term.

Children are taught to and will be given sufficient time to edit, review and improve work in line with Feedback and Marking protocol. Much of the feedback given in KS1 is verbal through conversations.

Pupils are expected to include in their writing everything they have shown they can already do. Teachers will not mark these elements. Once a teacher has marked work, children are given the opportunity to respond to teacher marking e.g. correcting spelling following marking codes. Codes used are Sp * . a ' "" CL, C.

Fix it time is given to pupils at any point in a lesson where the teacher feels it appropriate.

Marking is differentiated appropriately for the needs of children.

Assessments

Reading assessment is carried out using the schools reading skills ladders to determine whether pupils have developed the skills in each area of reading. Pupils undertake the Accelerated Reader STAR test which determines their reading age. Teachers also use the children's performance in book quizzes to assess comprehension.

Teachers have a fluid approach to planning and teaching based on formative and summative assessment analysis so that attainment and progress is maximised for every pupil.

School writing assessment skills ladders are used for each year group to assess and identify gaps in teaching and learning and Teacher Assessment Frameworks (TAFs) are used in addition to school skills ladders in Year 2. These highlight where pupils skills are building and if they lose any of these skills on the way. Any lost skills are re-gained the next assessment through teacher input. This way writing continues to improve throughout the year.

Pupils who are not sufficiently fluent with year group content will consolidate their understanding before moving on. Pupils who are having difficulty learning to read will be given targeted interventions. These interventions will be given priority over other lessons as teachers understand that Good reading is the only route to success at school.

Pupils who grasp the key features of a writing genre rapidly should be challenged with a wide range of writing tasks before learning new content.

At the end of each term, summative assessments are completed for each child in Writing and submitted to the Headteacher.

Analysis of these assessments must be completed for each class prior to the start of the next term and should influence planning to meet pupil need.

Impact

The impact is the knowledge the pupils remember in their long term memory.

We measure the impact of our English curriculum through the following methods:

- Summative assessment of pupil discussions about their learning.
- Collaborative planning activities.
- Formative assessments delivered on a termly basis.
- Statutory Assessment Tests (SATs) for Spelling, Punctuation and Grammar and Reading.
- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).
- Moderation staff meetings where pupil's books are scrutinised and there is the opportunity for a dialogue between teachers to understand their class's/year group's work.
- Marking of written work in books.

The English subject leader monitors standards in English by:

- Ensuring adequate coverage, breadth and time spent on the English Curriculum.
- Checking that the development of pupils skills is ensuring that pupils will meet end of Key Stage expectations.
- Monitoring English lessons for the quality of Teaching and Learning.
- Identifying strengths and weaknesses and supporting staff.
- Progress meetings and analysis of pupil assessment data with staff.
- Monitoring and updating of resources.
- Ensuring that able and gifted and talented children extend their abilities.
- Ensuring that SEND pupils are supported.
- Ensuring that multicultural and gender opportunities arise from reading materials and are used to promote discussion and understanding.