



English Curriculum **Intent, Implementation and Impact Statement**

Our Curriculum 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 experience 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 Chaucer Primary School.
- 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.

Curriculum 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.

Reading for Pleasure

Reading is not only celebrated in classrooms here at Chaucer Primary School. Around school, you will find displays which celebrate authors, inspiring reading corners and spaces and current class and teacher reads. At Chaucer, we celebrate reading throughout every phase in the school: we offer First Steps Together sessions for our Nursery pupils and parents, Book Shares in both Early Years and Key Stage One, reading clubs, as well as implementing a book-led curriculum across all phases. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author visits and Book Fairs to further enrich our English curriculum. We develop children's cultural capital through regular library visits and access to 'Weekly News' magazines.

Vocabulary Development

The development of vocabulary has been a focus at Chaucer and 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 at Chaucer Primary School

Reading is a high priority area of our English curriculum at Chaucer Primary School. Reading is a fundamental skill, used to stimulate children's imaginations and learn to acquire a love for books. A centralised aspect of our Book-Led Curriculum across the school, reading influences the thoughts, feelings and emotions of all of our learners. 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.



All children take part in daily reading focused 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 developments of word reading. In Key Stage 1, teachers use a range of quality texts to continue to develop phonic knowledge and develop children's comprehension skills. In Key Stage 2, class teachers use 'Bug Club Guided' and follow the below daily teaching cycle.



If children are working below their chronological reading age, targeted intervention and support is put in place. Children in all classes have a story read to them every day; this could be a picture book or novel. We do this so that reading is correctly modelled to children as well as giving them the opportunity to enjoy being read to! At Chaucer Primary School, we use Bug Club as a scheme to support our children in developing their decoding skills. Once children are able to successfully decode, they move onto Accelerated Reader. Children are given a ZPD range to select from. After completing each book, children complete a quiz and are awarded a word count. To improve reading stamina, children are rewarded for the number of words they read over the year. Both reading schemes provide an appropriate challenge and allow children to experience a variety of texts.

For further information about reading within the school can be found in the English policy.



Phonics is taught daily in Early Years and Key Stage One. Phonics teaching here at Chaucer is based on the Letters and Sounds scheme, where teaching is delivered to pupils within a four-phased process. Pupils are taught using the following format:

Review & Revisit

Teach

Practise

Apply

Pupils are taught phonics every morning, where they explore varied phonemes. This synthetic phonics work begins with oral blending. Pupils also learn to say sounds, in order, that are represented by individual letters and pronounce these together to say a word. Synthetic phonics also teaches children to break down (segment) a word they hear into its individual sounds, starting from the first sound and working systematically through the word. For each sound they hear, they choose the letter or combination of letter, to represent that sound in order to spell the word. Here at Chaucer, we use a flexible grouping approach to the organisation of phonics teaching, we ensure the provision of phonics is tailored to suit individual needs.



Writing at Chaucer Primary School

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 at Chaucer Primary School when teaching writing covers the transcription and composition requirements of the National Curriculum. We refer to Lancashire KLIPs for year group coverage and progression.

Throughout Early Years, Key Stage 1 and Key Stage 2, our writing follows the Book-Led curriculum (We use the Read to Write framework by Literacy Counts when planning our units of work) in place across the school. Writing opportunities are sourced and developed based on the class text within each year group/phase. The teaching of this programme is flexible and class teachers are then, in turn, able to apply their own creativity to cover the objectives across Key Stage 2.

Teachers clearly model writing skills and document the learning journey through consistent working walls; 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 book-led curriculum overviews.





Grammar at Chaucer Primary School

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 as part of our book-led curriculum (We use the Read to Write framework by Literacy Counts) and sequence of lessons. Pupils are taught discrete grammar skills using our Grammar Hammer scheme of learning, allowing opportunities to identify, practice and consolidate grammatical understanding. It is class teachers' expectations 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 at Chaucer Primary School

At Chaucer Primary School, spelling is taught regularly in focused sessions within each class. Class teachers use 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 tested on these words weekly.