



English Curriculum Intent, Implementation and Impact Statement

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 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. The curriculums we use are:

Pearson Bug Club Phonics- Early Independent Reading and Guided Reading

Pearson Bug Club Comprehension - KS2 Guided Reading

Accelerated Reader- Independent Reading

Writing - Read to Write by Literacy Counts.

Reading for Pleasure

Around school, you will find displays which celebrate authors, inspiring reading corners and spaces and current class and teacher reads. 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. The school reading areas offer a range of books for children to enjoy independently and share with peers. The books selected for the reading areas are up to date literature, short stories, non-fiction as well as classic novels. At Chaucer we ensure children have a range of books to enjoy which reflect inclusion and diversity.

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.

Curriculum Impact

Children leave Chaucer Primary School competent readers. They have enjoyed reading and writing across a range of genres. They are enthusiastic readers, with the ability to discuss their reading choices. They have developed a broad vocabulary which is applied in their verbal and written skills and communication.

Impact of reading is evidenced in Statutory Assessments at the end of Early Years, Year 1, Year 2 and Year 6. Children can talk about the books they have read, they read for pleasure and to gain understanding across a range of subjects.

Writing assessments are ongoing with independent pieces of writing assessed at the end of each unit of work.

Reading assessments are completed at the end of each term using PIRA - Rising Stars comprehension assessments. These assessments are used consistently throughout KS1 and KS2 and allow us to measure progress and identify gaps in learning.

Accelerated Reader evidences progress in reading age and understanding of texts.



Through the triangulation of book scrutinies, lesson observations, assessments and pupil voice we can ensure all children make progress in lessons and across year groups with high expectations for achievement for all pupils being maintained, including those with additional needs.

Reading at Chaucer Primary School

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.



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. After reading 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.

Phonics at Chaucer Primary School

Phonics is taught daily throughout the school. Phonics teaching here at Chaucer is The Bug Club Scheme by Pearson.



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.