



# English Intent

## Our vision

*Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are.*

*Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.*

**Compassion Friendship Forgiveness Resilience Hope**



## **Intent**

English skills underpin children's learning in most curriculum areas and they rely upon them constantly in their everyday lives. The intent behind the teaching and learning of English at Charing CoE Primary School is for all children to develop:

- the ability to read fluently, accessing a wide range of texts and text-types for both purpose and pleasure

- to become confident, independent writers who can write effectively for a wide range of purposes and for children to be able to speak and perform in front of their peers with confidence and clarity
- a vivid imagination which makes readers engage with and enjoy their writing
- a highly developed vocabulary
- excellent transcription, Grammar, cohesion, and handwriting skills
- a love of reading and writing and an appreciation of its educational, cultural and entertainment values

English lessons aim to be creative and engaging. Learning objectives are clear and focused on English skills and the lesson activities that children complete in order to achieve these objectives are often set within the context of the high-quality texts that are being read as a class.

### **Implementation**

In order to achieve the aims of our 'Intent' in English, we carry out the following at Charing:

#### **Reading**

In year 2 and Key Stage 2 there are four reading lessons using an engaging text, such as a speech, poem, story extract or song lyrics. This will develop vocabulary, comprehension, inference, reading fluency and intonation to demonstrate understanding. This is an opportunity for pupils to foster a love of reading through reading aloud and performance.

Class texts are chosen carefully to match class learning and engage children in literature and language. Sometimes these texts are the same as the class book in the English Writing lesson. Texts embed children's knowledge but also challenge them in terms of language acquisition and promote a literary language rich environment in the classroom.

Phonics is taught using Read, Write Inc phonics programme to the Foundation Stage and Key Stage 1. This runs in parallel to the English lessons in EYFS and KS1 for 40 minutes, four days a week. Children in Year 2 who complete the phonics program join Spelling lessons as in KS2.

In Key Stage 2, there is an expectation for every child to be heard read in school at least once a week (with vulnerable children to be heard even more) and incentives to read at home regularly including reaching individual reading targets using 'Learning with Parents' online reading platform and other class led initiatives. In EYFS and KS1 children will be regularly immersed in favourite and classic children's picture books, through story times and be heard read at least 3 times a week.

Each class has an 'Everybody Read In Class' session daily. Our lower achieving children are given the opportunity to read aloud to an adult each day.

### **Writing**

In Key Stage 1, there is a daily writing lesson from Monday to Thursday and in Key Stage 2 there is a daily writing lesson from Monday to Wednesday. In these writing lessons, children will be taught basic English grammar and punctuation to help improve their writing, as well as the skills needed to help meet the success criteria for writing genres. Writing tasks will mostly be based around a class text. The text will be age appropriate and challenge the children's understanding and be based around the units of study in other subjects that term (such as in History, Geography, RE or PSHE). This increases the children's understanding of that unit of study and can lead to further thinking on the issue. The text does not just create stimulus for the writing task, it has many other benefits: language enrichment, shared and modelled; it enhances a love of books and reading; it supports children's understanding of texts through teacher led questions. There will also be non-fiction writing linked to the class's unit of study in Geography or History.

### **Speaking & Listening**

Teachers model good speaking and listening skills continuously during daily English Lessons. Teachers plan and deliver lessons and sequences of lessons with a specific focus on developing the children's speaking and listening skills. Opportunities to script/plan, rehearse and give dramatic performances are given through Readers Theatre. Children are taught both strategies for effective public speaking and how to employ the features of effective dramatic performance. Children are given opportunities to speak in front of their peers and adults for more formal purposes such as in thought provoking discussions, debates and within student council meetings. Children are taught how to: listen actively, engage effectively in classroom discussion, and provide useful feedback to their peers about their speaking and listening skills.

### **Impact**

As a result of our teaching, you will see engaged children who are appropriately challenged through lessons use a variety of resources to support learning and extend children. Children will be able to talk about English and their learning within this subject area. Learning that is tracked and monitored to ensure all children make at least good progress.

## **Reading**

- Children reading a wide range of high-quality fiction, non-fiction & poetry, effectively for purpose and with enjoyment and enthusiasm when for pleasure.
- Children can decode texts clearly, fluently and confidently both internally and when reading aloud.
- Children can accurately answer a range of comprehension, inference and language-focused questions about texts.
- Children can express their opinions about texts and author's intent/style with confidence and clarity.

## **Writing**

- Children can write effectively for a range of purposes and in different levels of formality.
- Children can use the language (and layout features where appropriate) of different fiction and non-fiction text types effectively.
- Children become increasingly independent writers.
- Children can plan, draft, re-draft, edit and 'up-level' their writing with increasing independence.
- Children can use the editing and drafting process effectively to make sure their spelling, punctuation and grammar is consistently accurate.

## **Speaking & Listening**

- Children can prepare effectively for public speaking or performance (research, script, note-making, rehearsal etc).
- Children can speak and/or perform in front of their peers with confidence, clarity and effectiveness.
- Children can speak and/or perform effectively for a wide range of purposes, showing an understating of the different levels of formality required.
- Children can listen actively to adults and their peers, engaging in discussion.

## **Assessment**

Teacher assessment and pupil self-assessment are a vital part of daily English lessons at Charing CoE Primary School. Teachers are expected to mark each lesson and peer and self-assessment is also used within English lessons to further the children's opportunities for learning. English lessons are marked simply and clearly to indicate to the child the extent to which they have achieved their objective for that lesson. Those that have been unable to fully meet objectives are identified by the teacher and are given verbal feedback or further support to ensure gaps in learning do not occur. Two to three times a term, the children complete a piece of writing which is marked in-depth by the class teacher with written comments and specific targets to help the pupil improve their writing. Each pupil has a list of criteria - for the assessment of their writing - in their English book and this is dated and highlighted throughout the year as the children produce evidence of the different criteria points throughout their work. This working document supports teachers in being able to make accurate

assessment judgements for children's writing. The school also works in collaboration with other local primary schools whereby teachers from the different schools have a chance to moderate each other's writing assessment judgements. Teachers assess formatively in a number of ways in both Key Stages; through questioning in class, from the completed work in books, and the use of past questions from SATS/test papers (Reading & SPaG). Planning is adapted by teachers to meet the needs of their children. Formal summative assessments for Reading are delivered during Terms 2, 4 & 6 for Year 1 – Year 6.

Children also take part in the statutory assessments listed below:

- Reception Baseline Assessment
- Year 1 Phonics Screening
- End of KS2 SATS

Reporting to Parents and Carers takes place on a regular basis through informal updates if/when required, during consultation sessions held three times a year and through interim reports and a formal 'End of Year' report.