



# English; Intent, Implementation and Impact

## 2024-2025

### Curriculum Intent

At Coundon Primary School, our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens. We inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We nurture a culture where children take pride in their writing, can write clearly, imaginatively and accurately and adapt their language and style for a range of contexts. We inspire children to be confident in the art of speaking and listening and to use discussion to communicate and further their learning in all areas of the curriculum.

We believe that children need to develop a secure knowledge base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Our carefully sequenced, broad and balanced curriculum, underpinned by inclusive practice, aims to provide our children with the opportunity to build on their experiences in order to achieve their goals. We believe that a secure basis in literacy skills is crucial to a high-quality education across the curriculum. We whole-heartedly 'promote high standards of literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.' (National Curriculum 2014)

### Curriculum Implementation

English is taught over multiple lessons every day and has the most time dedicated to it of any curriculum area. As well as daily Read, Write Inc Phonics / Reading lessons, English (writing) lessons and discrete teaching of spelling and handwriting, the teaching of English is embedded across the curriculum.

#### **Early Reading: Systematic Synthetic Phonics**

From the Reception year – Year 2, early reading is secured through use of the Read Write Inc scheme. Children are taught the alphabetic code (phoneme-grapheme correspondences). As well as teaching reading, this component knowledge supports spelling and letter formation, and structured activities within sessions are used to leverage this. Vocabulary and spoken language are also developed during RWI sessions, through comprehension and discussion of core and link texts. For their phonics sessions, children are grouped by book level/phonics knowledge in accordance with the scheme and work in small groups with a high adult-to-child ratio. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress amongst our youngest children, as well as to develop their love of reading.

## **Reading**

Once pupils have completed the Read Write Inc scheme, in years 2 and 3 they continue to read high quality, fully decodable, books from the Big Cat reading scheme. These books ensure that there is still progression with reading skills even though the children are selecting their own reading books for reading practice. In class, the teaching of reading follows a weekly plan where children develop their fluency (accuracy, prosody, pace and expression) and comprehension through reading group texts and accessing a carousel of focused reading activities.

In Years 4, 5 and 6 we continue to support our children's developing reading skills we teach a ten-week reading programme to boost comprehension skills using Project X Comprehension Express. This is a whole class teaching programme specially built to help children master comprehension. Project X Comprehension Express ensures explicit modelling and supported practice of the key comprehension strategies. Once the ten-week programme has been taught, teachers then plan opportunities for children to apply these skills through reading group texts and accessing a variety of focused reading activities.

As reading for pleasure, reading widely, and reading independently are central to the implementation of our aims, each class has timetabled weekly access to the school library, as well as opportunities to visit on 3 lunch times a week (Years 4, 5 and 6) or after school (Years 1,2 and 3). Both reception classes have a class library box where children choose a new book each week to take home to share with their parents. Our Class book corners are cosy and inviting and have a wide selection of fiction, non-fiction and poetry, helping our children to become more aware of their personal preferences and to take ownership over their reading identities. Our school actively encourages pupils to take part in the '100 books to read before leaving Year 6' reading challenge, ensuring that our pupils have access to high quality authors and texts. Engagement with the challenge is promoted by awarding certificates and golden tokens to buy a book from our school book vending machine, for reaching given milestones within the challenge.

## **Writing**

Once children have completed the Read, Write Inc. scheme we deliver our teaching of writing using The Write Stuff approach. A range of high-quality fiction, non-fiction and poetry is chosen for each year group, with cross-curricular links wherever possible, giving children purposeful and inspiring stimuli for writing as well as aspirational models to learn from. A balance of lesson types (experience, find the shape, sentence stacking and independent writing/editing) enables children to gain the knowledge, skills, vocabulary and experiences required to become masterful, creative and passionate writers. Handwriting and spelling, which are also taught in short discrete sessions, are another focus within English lessons. Our Handwriting lessons are taught using the Nelson handwriting scheme and Spelling is taught using Read Write Inc. Spelling.

Special events and competitions, such as Author Study, World Book Day, BBC 500 words, poetry week, are part of our core offer and enrich our love of reading, writing and performing literature.

Long Term English plans and Key skills for English (Reading and Writing) for each year group are shared with parents on our school website and year group blog pages.

### **Assessment**

English assessment is primarily recorded on Target Tracker. We use the Holborn Reading Age scale and the NTS end of term reading tests to inform our judgements and assess children's progression in reading. This data is used to identify gaps in the children's knowledge in order to be responsive and plan for the next steps in learning.

## **Curriculum Impact**

### **INTENDED IMPACT:**

Children leave Coundon Primary School as happy, confident learners who have developed a love of reading and writing with the key skills and knowledge necessary for the next stage of their learning. They have high aspirations and are confident in the art of speaking and listening, able to successfully use discussion to communicate and further their learning.

- Pupils enjoy reading and writing across a range of genres.
- Pupils enjoy reading regularly, for information and for enjoyment.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles.
- Pupils can confidently write for different purposes and audiences.
- Pupils have a wide vocabulary that they use within their writing.
- Pupils have a good knowledge of how to adapt their writing based on the context and audience.
- Pupils leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Parents and carers will have a good understanding of how they can support pupils' reading development at home.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home.
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- The % of pupils working at Greater Depth within each year group will be at least in line with national averages.
- There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non-disadvantaged).