

## **Canon Popham C of E Primary Academy**

### **Statement of Intent for English**

#### **Intent**

At Canon Popham C of E Primary Academy, English and the teaching of English is the foundation of our curriculum. 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 academy and beyond. It is our intention to immerse pupils in the wonders of quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

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. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society. Through our English curriculum they can indeed learn about themselves and to be their best so that pupils are well prepared academically, socially, personally, culturally and spiritually to take advantage of the best that life can offer as they develop into good citizens.

#### **Implementation**

English at Canon Popham will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring National Curriculum expectation and the progression of knowledge and skills are met, the children at Canon Popham C of E Primary Academy will be exposed to a language heavy, creative and continuous spiral English curriculum which will not only enable them to become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. There is a discreet

lesson for writing each day along with a separate daily whole class reading lesson incorporated into the morning session for all years across school.

## **Reading**

Reading is not only celebrated in classrooms at Canon Popham, around school you will find displays which celebrate authors, children's and staff's favourite books and monthly reading reward schemes. In addition, throughout the year the importance of reading is enhanced through World Book Day, parent reading workshops and a range of trips and visits which enrich and complement children's learning. The teaching of phonics is an integral part of the curriculum in both the Foundation Stage and Key Stage 1 classrooms. Children first learn their letter sounds and names then apply these to word building. Further detailed information about the implementation of early reading skills and phonic knowledge can be found in the separate phonics subject statement of intent.

## **Writing**

As we believe consistency and well-taught English is the bedrock of a valuable education, at Canon Popham we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the National Curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age groups. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. Writing is taught in a variety of purposeful ways through: links to a wider curriculum subject theme, a multi-media text or with the use of a quality text which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to link reading and writing skills and to promote a love of reading, engagement and high quality writing from each child. We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing/re-drafting and discussion. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be displayed and read by real audiences and this is celebrated with a 'Writer of the Month' award in every class.

## **Vocabulary development**

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently. To implement this intent at Canon Popham we teach daily 'Robust Vocabulary

Instruction' RVI sessions in all year groups across school which uses Tier 2 vocabulary and is:

- active
- progressive/systematic
- makes links from known words
- develops understanding of shades of meaning

Current practice at Canon Popham encourages pupils to have a wide and growing vocabulary in a number of ways, these include:

- spelling lists/key words to take home and learn
- display of key words linked to curriculum theme subjects
- use of correct vocabulary orally
- using dictionaries and thesaurus
- using quality texts to explore vocabulary choices and the effect they have

## **Spelling**

Spelling work is focussed around the rules of spelling. Pupils are given rules and examples to learn and apply rather than weekly lists of words. Alongside these rules, pupils also need to learn the required word lists for their year group as set out in the National Curriculum.

Spelling is taught through Read, Write, Inc Phonics sessions for our EYFS and KS1 children. In KS2, we follow the Headstart Spelling scheme. This scheme teaches children a range of strategies to help them practise their spellings. While spelling lessons are taught discretely, it is also addressed throughout writing sessions and the wider-curriculum

## **Planning**

We plan our learning by designing coherent extended units of work in the medium term which takes into account the relevant English knowledge and skills progression for each year group based on the National Curriculum. In order to expose children to a variety of genres which helps to utilise and embed the writing skills, teachers use a writing journey to plan, structure and teach their English lessons which stem from the 'Big Picture' of learning. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop ongoing knowledge of vocabulary.

## **Mixed-ability grouping**

At Canon Popham we deliver our phonics programme through whole class teaching; therefore, we do not set or stream by ability. We aim for all children to move together through the learning in order to access age appropriate reading material. Similarly, we do not group children by their prior attainment, except for where very significant gaps in learning exist. We aim for all children to move together through the learning

in order to avoid gaps in understanding from forming. Such gaps serve to hold some children back in the future. Therefore, we do not differentiate by activity; we believe that this creates gaps in learning and sends a message that not all children need to learn the content of each lesson. It represents a cap on expectations. All children are given the same work initially. Slower graspers are provided with additional scaffolding, which could be adult support, or adapted work in some cases. Faster graspers are given the opportunity to deepen their understanding through targeted questioning and tasks planned for this specific purpose. Greater depth questioning is planned for in all lessons to ensure that all children are exposed to aspects of deep thinking, not just those who understand a concept more easily.

### **Intervention**

Teachers focus on helping pupils to keep up, not catch up. Should a pupil need further help, teachers are trained and supported in providing additional sessions either one to one or small group to address any gaps identified. Crucially, those that do require extra help also continue to take part in the same lessons as their peers to ensure they will catch-up quickly. Children who do not meet the learning objective for a lesson are identified in the lesson and are given same-day intervention where possible to ensure that they are ready to move on to the next day's learning.

### **Children's work and feedback**

Work in books usually includes elements of reading and comprehension skills, spelling, grammar, punctuation and writing of various genres. The writing journey shows the steps taken from modelled texts to planning, first draft writing, editing and re-drafting through to published pieces of independent writing. Oral feedback is given to children when it is needed at the point of learning and written feedback supports this where it is useful.

### **Assessment**

We assess English in several ways at Canon Popham. Formative assessment takes place in every lesson and is integral to the teaching of English. Our teachers quiz the children to test their understanding on a regular basis. All year groups use the same format for assessing reading and writing which has been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education. Teachers assess children regularly against the Reading and Writing Key Performance Indicators (KPI - National Curriculum) and against the Reading Early Learning Goal (EYFS). These regular assessments inform planning and allow teachers to identify any gaps in learning.

Children are assessed half termly using the Read, Write Inc. assessment materials, teachers plot children onto a tracking grid, this ensures children's progress can be closely monitored and those requiring further support are grouped appropriately for interventions. Teachers can plan precisely which grapheme-phoneme

correspondences a child needs to learn next, the child's next fluency target, and which accompanying Read Write Inc. Storybooks the child should read next.

Furthermore, children in year 1 participate in the national phonics screening check which takes place every year in June. Children who do not pass in year 1 are able to retake the phonics screening check when they are in year 2.

Further detailed information regarding assessment of early reading and phonics can be found in the separate phonics subject statement of intent.

### **Impact**

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in all key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and spelling objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.