



English Curriculum

Intent, Implementation, Impact



At Hazelbury Bryan Primary School, the foundations for teaching the National Curriculum English begins in Early Years Foundation Stage, with the development of a high quality programme planned within Communication, Language and Literacy.

The teaching of English at KS1 and 2 is underpinned by the National Curriculum (2014)

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society.

Intent

At Hazelbury Bryan Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes literate and progresses in the areas of reading, writing, speaking and listening.

Staff at Hazelbury Bryan feel it is seminal to highlight and be aware of the differing groups of learners and vulnerable children in their class. We are inclusive and we ensure that children of all abilities and backgrounds are accommodated and make progress in reading, writing and communicating, including children who are SEN, SMHC, from disadvantaged families or have a disability. Once this information is acquired, teachers will plan and teach personalised English lessons which focus on the particular needs of each child, utilising resources, TA support, targeted interventions and where needed outside agencies. We recognise that each child has their own starting point upon entry to every year group and progress is measured in line with these starting points, to ensure every child can celebrate success.

English at Hazelbury Bryan will not only occur in daily English, Reading and Spelling/Phonic lessons, but it is embedded within all our lessons and we strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary, rich learning environments, cross curricular links to other areas of learning and ensuring curriculum expectations are met, the children at Hazelbury Bryan will not only become primary literate but will also develop a love of reading, creative writing and purposeful speaking and listening, preparing them for using these skills in the wider World. We intend to prepare children for an ever changing world, where reading, writing and communicating is the key to opening many opportunities.

Implementation

Reading

With these aims in mind, first and foremost, we introduce regular reading sessions from EYFS-KS2. This ensures that reading is explicitly taught every day and that each group of children has time with their teacher or additional adult, at least once a week. Vulnerable groups are highlighted and receive regular targeted interventions and/or daily reading. Resources to support and enhance these lessons are provided by the English lead, so that all staff feel proficient and skilled in delivering these sessions effectively. We provide the opportunities to ensure that children are able to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as a range of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins.

Furthermore, we have successfully implemented a shared reading system, where children access a whole class, high quality text at the end of the day. We also deliver guided reading sessions throughout the week, where children have the opportunity to work in a focused group with the class teacher to further embed their knowledge and understanding of high-quality texts, whilst developing their understanding of vocabulary, grammar, context and a love of reading.

Reading is not only celebrated in classrooms at Hazelbury Bryan, around school you will find displays which celebrate authors, recommended texts and reading reward schemes. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, parent reading workshops, phonic workshops, the book fair and a range of trips and visits which enrich

and complement children's learning, as well as a reward for effort and behaviour. Each class has a reading corner, stocked with an array of books and texts of different genres and a well-stocked, whole school library that is available throughout the day.

Phonics and Spellings

Phonics in the EYFS-KS1 is taught using our own scheme which integrates 'Letters and Sounds,' and 'Read, write, inc.' Phonics is taught daily in 15-20 minute sessions in KS1 and the main focus of Literacy in EYFS. Half termly assessments are carried out in order to ensure children are working at the correct phonic phase and children move through the phases as the year progresses. Targeted phonics work is also utilised in KS2 for any child who is finding it difficult to retain the phonemes and who needs further phonic support to aid spelling.

Spelling sessions in KS2 take place daily, for 10-15 minutes. Sessions are delivered in various ways: as morning activities; English starters or part of Guided Reading sessions. The focus of these sessions is on the *teaching* of spelling, which embraces knowledge of spelling conventions, patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

Writing

As we believe consistency and well-taught English is the bedrock of a valuable education, at Hazelbury Bryan we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. Writing is taught using high quality texts, which expose the children to inference, high-level vocabulary, a range of punctuation and characterisation and through creative teaching approaches, including drama. Texts, genres and topics are selected purposefully in order to promote a love of reading, engagement and high-quality writing from each child.

In line with the national curriculum, we ensure that each year group is taught the explicit grammar, punctuation and spelling objectives required for that age group. 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. Assessment of writing is fluid as teachers assess writing, once per half term, against moderation criteria created by staff. All year groups use the same format for assessing writing which has been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

Impact

The impact on our children is clear: progress, sustained learning and transferable 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. 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. We hope that this well-rounded English curriculum will prepare children for the wider World and will give them access to everyday life, their community, their nation and their future.