

Frizinghall Primary School English Curriculum Intent, Implementation and Impact

Intent

At Frizinghall Primary School, English is a crucial part of our curriculum. It is based on the English National Curriculum, the EYFS Framework and Development Matters. Our learning journeys are documented in the documents The Frizinghall Way for English and Reading. English has a pre-eminent place in education and in society. 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; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

English Aims

The overarching aim for English in the national curriculum is to promote high standards of language and 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. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas □ are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

The Frizinghall English Curriculum is underpinned by: the whole school SCARF values, the development of English skills, set within the context of the knowledge to be acquired, and the development of spoken language, including dialogic talk. It is enhanced by experiences, including visits and visitors, English links in the activity passports and active learning opportunities.

Each year group follows a curriculum map, which includes a set genre linked to a theme and provides the context of the learning, links with theme subjects, dialogic talk and the experiences to be covered through each theme. (See the Whole School Curriculum Map). English has been mapped across the school to ensure that children have the opportunity to revisit and consolidate past learning and look forward to future learning. Children will revisit prior genres through short burst writes as well as studying the genre at a deeper level as they progress through the school.

English genres are set out in long-term plans, ensuring coverage of and progression in the National Curriculum. (See Year Group LTP)

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- comprehension (both listening and reading).

For further information, see The Frizinghall Way for Reading.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

For further information, see The Frizinghall Way for Writing.

Spelling, Vocabulary, Grammar and Punctuation

As part of the Frizinghall Way for English, teachers follow the government documents for Spelling ([appendix 1](#)) and Vocabulary, Grammar and Punctuation ([appendix 2](#)). In addition, to support subject knowledge, a glossary of definitions is used ([appendix 3](#)). The scheme we use as a basis for our spelling is called No Nonsense Spelling.

Phonics

Phonics teaching begins in our nursery and continues throughout the school. The school uses the Ruth Miskin scheme – Read Write Inc. Children learn the English alphabetic code: first, they learn one way to read the 40+ sounds and blend these sounds into words, then learn to read the same sounds with alternative graphemes. From year 1 children are assessed on the three sets of sounds and their portfolio follows them through school. For some children this approach does not work and for those children other strategies are put in place to support them. One of these strategies is IDL. IDL is a software package that was originally designed to help dyslexic pupils improve their reading and spelling skills, but we have found it very successful with other learners enabling them to make significant progress within a very short space of time.

Implementation

The programmes of study for English are set out year-by-year and follow the Frizinghall Way for English and the Frizinghall Way for Reading.

The Frizinghall Way for English

Our English planning follows three phrases – immersion in the text, getting technical and hot and hotter writes – and these phrases are followed throughout school. We believe this approach provides our children with an in depth connection to the text and genre, it develops their grammatical skills so that they develop the confidence to write within the genre studied.

The Frizinghall Way for Reading

Embedded in our reading lessons is the understanding that reading must be taught as the skills of reading does not just happen. Therefore, we teach the skills of reading and a love of reading. We focus out teaching on word reading and comprehension. In Foundation Stage and year 1, this is begun with a daily Read Write Inc daily phonics lesson. This is continued in to year 2 but it is here where our curriculum begins a four-week rolling programme (usually during the autumn term but depends on the need of the cohort) to explicitly teach vocabulary, retrieval and inference skills as well as a global set of comprehension skills.

Assessment

The knowledge and skills developed through each English theme are tracked on the English AfL grid and in EYFS against Development Matters - further details can be found in the Frizinghall Way for Reading and Writing documents.

The overall achievement is then tracked for each child. These are completed termly and enable:

- teachers to identify gaps and areas of weakness and adjust future plans accordingly
- the English leader to identify groups/cohorts where achievement is not as expected and through this to work with teachers to resolve problems/issues
- genres and long term plans to be reviewed annually
- SMT to identify subjects where further development is needed (CPD, resourcing)

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Impact

Through work scrutiny, pupil and teacher discussions, data analysis and observations, the impact of the English curriculum (progress against the objectives to be met (knowledge and skills), the aims of the English curriculum, pupil's readiness for the next stage of learning and whole school priorities) will be monitored and used to feed into the school self-evaluation, areas for further development and curriculum review.