

Intent, Implementation and Impact of English

Our Intent

At the Acorn Federation our English curriculum includes phonics, spelling, reading and writing. Through these different aspects of English we intend to:

- Ensure our children have access to a high quality, challenging and enjoyable English curriculum.
- Enhance all children's vocabulary and use of Standard English in both written and oral language.
- Provide our children with a variety of high quality reading materials & opportunities, which will enable them to develop as confident and fluent readers with a passion for reading.
- Ensure our children are inquisitive readers who share opinions about a range of texts: "I think..., because..., In my opinion..., The writer says that...so that led me to think that..."
- Support children and parents in taking reading into the home.
- Ensure children can apply phonics learning quickly and accurately through effective phonics teaching to read and write.
- Ensure children can spell age appropriate words through effective teaching of spelling rules.
- Use a range of exciting stimulus and topics to promote a love of writing.
- Ensure our children can confidently form, articulate and communicate ideas and organise them coherently.
- Develop our children's handwriting so it is fluent, legible and, eventually, speedy.

Our Implementation

Phonics

Phonics is taught daily to children in EYFS and Year One. The All Aboard SSP is used to teach phonics and staff adhere to the scheme.

Children receive reading books that are matched to their reading ability so that they read them fluently.

Spelling

We use No Nonsense Spelling to teach spelling to children in Years Two to Six. In Year Two these lessons are taught daily. In Years Three to Six lessons are usually taught two or three times a week. When No Nonsense Spelling was introduced in the academic year 2022/23 it was taught daily.

Reading

Children in EYFS, Year One and some Year Twos use the All Aboard reading books so that books are matched to their ability.

The introduction of Accelerated Reader (January 2022) will ensure that children in Years Two to Six read books that are well matched to their ability. Children will complete online assessments to ensure progress is made.

In Years Two to Six reading practice sessions allow children to develop their skills of comprehension with support from teachers and teaching assistants.

Writing

We use the Talk for Writing process in our English lessons to develop our children's writing skills. Staff introduce a text, work with children to model the learning and provide opportunities for children to apply the writing skills learnt.

Handwriting

Handwriting lessons are taught regularly in both classes and children are supported to ensure handwriting is consistent across the curriculum.

Inclusion

All English lessons are designed to be inclusive, accessible and enjoyable for all. Teaching staff will ensure additional support and resources are provided for pupils with SEND or disadvantaged pupils to enable all children to succeed in the subject. These may include:

- Providing adapted resources to allow learners to access the task.
- Allowing extra time for learners to practice skills or complete activities linked to the project.
- Additional adult support (in small groups or 1:1) to enable children to access the learning.

Our Impact

Pupil Assessment and Attainment

Assessment of children's learning in English is an ongoing monitoring of children's understanding, knowledge and skills throughout lessons by the class teacher, made through observations, key questions and marking. This assessment is then used to inform differentiation, support and challenge required by the children.

Every half term formal assessment in phonics takes place. Results of the assessments are used to plan interventions.

Every term pupils' complete assessments in Reading, Writing and Grammar. Results of these assessments are used to plan interventions.

Subject Leader

The subject leader will:

- **Measure the impact of the subject through monitoring activities.** These activities will include evidence of children's work, photographs, pupil voice, learning walks, analysis of teacher's assessments, discussions with teachers and any other relevant evidence.
- **Evaluate the impact of English.** Including identifying strengths and areas to develop further through creating an action plan, taking appropriate actions and implementing CPD for teaching staff.
- **Plan for enrichment activities** to further support the engagement and enjoyment of English.