



## English

### Intent, Implementation and Impact

#### Intent

At Naseby CofE Primary Academy we believe that a quality English curriculum should develop children's love of reading, writing and discussion. One of our priorities is helping children read and develop their all-important comprehension skills. 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 English, 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.

#### Implementation

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well-organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion and has reading at the heart of it. We use a wide variety of quality texts and resources to motivate and inspire our children using the Talk for Writing approach. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

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.

At Naseby we have, in recent years, reviewed and revised our phonics scheme through the implementation of Read, Write Inc for Early Years and Key Stage One. We have also revitalised our stock of children's literature and invested in a new set of Oxford Reading Tree books for children in



Key Stage Two. We have also purchased the Read, Write Inc. Comprehension resources to further boost Year Two children's comprehension skills.

At Naseby, we identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups through the Read, Write Inc 'Fast Track Tutoring' and we have also invested in 'Fresh Start' which allows us to support the progress of our Key Stage Two readers.

Teachers plan and teach English lessons which are tailored to the particular needs of each child. We aim to maximise the potential of all of our children at Naseby, by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

We run parent information sessions on phonics and reading for Early Years and Key Stage One parents and SATs information evenings for both Year 2 and Year 6 parents so that they understand age-related expectations. These sessions are always very well attended by parents and carers who often comment about how helpful the sessions have been for them.

Marking in English is used to encourage independence, whilst also supporting the work-life balance of our teachers. Children are provided with regular 'Response Times' to work through their spelling corrections and next steps to help children correct and consolidate their work. Regular English book discussions are carried out to check all teachers are following our marking policy.

We love to celebrate success of all learners and strive to help all children achieve their goals. Reading is celebrated in classrooms and around school at Naseby, where our bright and colourful displays celebrate children's writing and their favourite books. Throughout the school year our English curriculum is enhanced through World Book Day, World Poetry Day, drama workshops and a range of trips and visits which enrich and complement children's learning through opportunities such as the Royal Shakespeare Company Associate Schools. To encourage reading at home, we have a whole school reading reward scheme which allows children to earn prizes for reading regularly with an adult at home.

All children are enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils adopt, create and sustain a range of roles, responding appropriately to others in role. They have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

We have worked closely with the Royal Shakespeare Company as an Associate School since 2017, and our children have enjoyed the opportunities this has afforded including performing with the RSC at Stratford in the Playmaking festivals.

### **Reading for Pleasure**

'Reading for pleasure is the single most important indicator of a child's success.' (OECD 2002)

We value reading for pleasure highly and work hard as a school to grow our Reading for Pleasure pedagogy. At Naseby CofE, we read to children every day. We choose these books carefully as we want children to experience a wide range of books, including books that reflect the children and our local



community as well as books that open windows into other worlds and cultures. It is important to us that every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books.

In Reception, children have access to the reading corner every day in their free flow time and the books are continually refreshed. Children from Reception onwards have a home reading record. The parent/carer records comments to share with the adults in school and the adults will write in this on a regular basis to ensure communication between home and school.

As the children progress through the school, they are encouraged to write their own comments and keep a list of the books/authors that they have read.

We continue to develop our school library and we ensure it is made available for classes to use at protected times. Children across the school have regular opportunities to engage with a wide range of Reading for Pleasure events (book swaps, Book fairs, competitions, author visits and workshops, national events etc).

At Naseby CofE we recognise the importance of reading aloud to our children. Reading aloud builds many important, fundamental skills including introducing a wide range of vocabulary, providing a model of fluent and expressive reading which in turns supports the development of comprehension skills. It supports children to develop an understanding of reading for pleasure as they can immerse themselves in imaginative worlds without focussing on the process of reading.

At Naseby CofE, we ensure high-quality texts are shared with your children which are mapped out across all year groups to ensure there is progression across the school, inspired by the Pie Corbett Reading Spine. The chosen texts expose children to a variety of genres, encouraging children to develop a love of reading in new areas that they may not have been exposed to outside of the school environment. Our reading for pleasure spine, continues to develop but as a school we have worked with all stakeholders to develop a set of books which we feel are essential that every child reads as they journey through our schools.

## **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 both 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.

Our regular writing assessments show that most children at Naseby CofE Primary Academy are achieving in English at age-related expectations. Any children who are not on track to achieve the age-related expectations are supported through both Quality First Teaching and small group support either during the lesson or outside of the classroom in focused intervention sessions.

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 grammar objectives.

We hope that as children move on from Naseby Church of England Primary Academy 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.