

Subject: English

INTENT	
<p>At ISP, we firmly believe in providing our pupils with high quality teaching and learning in English that equips them with the independent knowledge and skills required to develop a love of reading, writing and discussion. The knowledge gained in English enriches the quality of education that children receive across every area of school life and beyond, providing them with key transferable skills. We implement and deliver a high quality, well-organised program of learning that follows the National Curriculum for English (2014) whilst creating a bespoke learning experience that nurtures success in all pupils. In developing their knowledge of English, we equip our pupils with the skills and tools that they need to be creative, communicate and further understand the community and wider world around them, in line with the Christian values that permeate through our school.</p> <p>Our intention as a school echoes the National Curriculum’s aims to enable children to:</p> <ul style="list-style-type: none"> <li>• read easily, fluently and with good understanding</li> <li>• develop the habit of reading widely and often, for both pleasure and information</li> <li>• acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language</li> <li>• appreciate our rich and varied literary heritage</li> <li>• write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>• use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas</li> <li>• be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate</li> </ul> <p>These aims are supported by robust use of effective assessment and reviewing of targets to allow all children to achieve success in English. We promote the development and the application of the skills and knowledge obtained across the curriculum by utilising a cross curricular approach. Our intent in English is embedded across our whole school community. We ensure that all children’s learning follows a clear progression pathway, building on their previous learning and providing a secure basis for knowledge as they move forward throughout their time at ISP and into the wider world.</p>	
<p><b>Teaching of knowledge and skills</b>  <i>*See whole school progression maps for curriculum content</i></p>	<p>Children will be taught practical English skills that allow them to successfully participate in lessons, make progress and apply critical learning throughout life. Our small school environment and ethos allows us to ensure that insightful teaching and learning takes place, equipping children with a thorough knowledge of reading comprehension, phonics, grammar, spelling, handwriting and a range of writing genres relevant to their age and stage of learning. This knowledge serves as a foundation and is developed and built upon as children progress throughout school. In writing, this knowledge relates to developing the children’s independent application of knowledge linked to grammatical, structural and linguistic elements. This alongside knowledge of spelling and handwriting can then be applied to different purposes, to plan, draft and construct writing. As they progress throughout their time at ISP, children build on this knowledge to evaluate and edit their work, applying their previous learning automatically to enhance their writing and comprehensively link all skills.</p>
<p><b>Application of skills</b></p>	<p>Children at ISP are given regular opportunities to apply their English learning across all areas of the curriculum. A cross-curricular approach enables the children to access high quality texts and produce high quality work in all foundation subjects as well as in English lessons themselves.</p>

<b>Vocabulary</b>	From use of high quality teaching and resources across all areas of English, pupils at ISP will develop a knowledge of vocabulary for English as outlined in the National Curriculum appendices and apply it correctly and with confidence in their learning.
<b>IMPLEMENTATION</b>	
<b>Curriculum approach</b>	<b>Stimuli – resources, trips and visitors</b>
<p>English is taught daily in all classes. Coverage is comprised of 1 half hour session focusing on phonics or spelling, followed by a 1-hour lesson with a writing or reading comprehension based focus.</p> <ul style="list-style-type: none"> <li>• Writing: We use Talk for Writing to plan and teach units of writing. This approach is consistent with our belief that utilising a cross curricular approach, making use of high quality model texts and allowing children to use their spoken language skills is the most effective way for children to produce written work to a high standard.</li> <li>• We use Read Write Inc synthetic phonics programme to teach children early reading skills. This is combined with weekly Guided Reading sessions in KS1 and KS2, allowing children to also develop their comprehension skills and an appreciation for a rich variety of literature and genres.</li> <li>• Spelling and Grammar is taught using Appendix 1 and 2 of the National Curriculum, each spelling rule is given a weekly lesson focus and children from Year 2 upward are tested on spelling words that follow this rule.</li> <li>• Handwriting is taught weekly as a discreet lesson, but presentation is an important tool in allowing children to communicate effectively. We promote and reinforce high standards of handwriting in all lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• World Book Day</li> <li>• Library Van</li> <li>• Library Topic Book Boxes</li> <li>• Poem of the Day</li> <li>• Cross Curricular School Trips- World of Beatrix Potter</li> <li>• Writing Hooks used when introducing new writing genres</li> <li>• Performances- Class worship, School Plays</li> <li>• Bed Time Story Evening in School</li> </ul>
<b>Local Context</b>	<b>Questioning</b>
<p>Our school has strong links with the local community, children utilise their literacy skills developed in English skills to communicate and share their learning with the community, in church services, with the local rest home and when sharing school performances. We promote a love of reading and our school’s cross curricular approach to learning through strong links with the local library.</p>	<p>Questioning is used in English lessons across all age groups. Teachers incorporate opportunities for questioning in planning and promote class discussion utilising questioning across all subjects, including English, incorporating transferrable spoken language skills.</p>
<b>Sharing work</b>	<b>SMSC</b>
<ul style="list-style-type: none"> <li>• Worker of the Month is used to display high quality English work.</li> <li>• School and Class displays are used to show children’s written work.</li> <li>• Children show the work that they are proudest of on the class Wow Wall</li> </ul>	<ul style="list-style-type: none"> <li>• Children contribute written and spoken English work in Class Worship and church services</li> <li>• Children use speaking and listening skills in performances</li> </ul>

<ul style="list-style-type: none"> <li>• Work is shared on Class Dojo and School Facebook page.</li> <li>• Children peer assess their each other's work during the editing stage of learning, giving praise and constructive criticism.</li> <li>• Parents are able to view their children's written work on parents evenings.</li> </ul>	<ul style="list-style-type: none"> <li>• Children apply their English skills in a cross curricular approach to explore SMSC themes in RE and Topic</li> <li>• Children's cultural knowledge is enhanced through exposure to high quality literature.</li> <li>• Children's English skills equip them to understand their role in society and embark on their next steps in life.</li> </ul>
<b>IMPACT</b>	
<b>Pupil voice</b>	
<p>Discussions with children show that they enjoy English lessons, They enjoy using spoken word to learn stories and can talk with enthusiasm about high quality texts used in lessons.</p> <p>Children can use appropriate terminology and vocabulary "magpied" in stories, and apply this when retelling tales both orally and in written work.</p> <p>When asked, children can talk about stimuli used to promote a love of English in school with enthusiasm.</p> <p>Children can self-assess their own learning and know how to tell adults when they need more support.</p>	
<b>Evidence of Knowledge and skills</b>	
<p>Children have access to a range of different genres and texts and use these as a basis to produce a range of high quality independent writing, acquiring and using ambitious vocabulary from these texts in their own work. Children use a range of spelling, punctuation and grammar rules outlined in Appendix 1 and 2 of the National Curriculum in their independent work and can use age appropriate terminology independently.</p> <p>Children access a range of literary texts and develop their enjoyment of reading and vocabulary range when responding to reading.</p> <p>Use of robust regular assessments in English show that cohorts consistently make age related progress in line with national expectations. This is also reflected in our results in the phonics screening check and end of Key Stage 1 and 2 statutory assessments in reading and writing.</p>	
<b>Breadth and Depth</b>	
<p>Children are given the opportunity to expand their learning beyond the model texts, innovating their work to reflect the topics being covered and incorporate their own creativity. A wide range of genres are explored in writing, across fiction, non-fiction and poetry. In reading, pupils are encouraged to respond to a range of high quality fiction and non fiction texts of varying length. Children are confident and keen to share their work, taking pride in the English skills that they display across all subjects.</p>	

*Inspiring Successful Partnership  
through God's love*