



English at St Margaret's **Intent, Implementation & Impact**



Everyone is valued. Everyone is motivated. Everyone achieves.

Intent

At St Margaret's Junior School, we are proud to deliver a rich and creative learning experience that enables all children to fulfil their potential. Our vision puts our children first. As a Christian School, we aim for all children to be successful, independent learners and effective decision makers. We value the individual and are committed to an inclusive education promoting respect for all, working in partnership with governors, parents and the local community.

We recognise the central importance of English, as a subject in its own right, and as the most cohesive area of learning. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught English skills throughout a text-based approach to planning.

At St Margaret's we believe that a quality English curriculum should develop children's love of reading, writing and discussion. One of our key priorities is helping children read and develop their all-important comprehension skills. But most important to us is that we promote a love of reading for pleasure. 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. We pride ourselves on our creativity and exciting texts which inspire and engage the children.

Implementation

We have a rigorous and well organised English curriculum and framework, that provides many exciting opportunities for reading, writing and discussion. We use a wide variety of high-quality texts and resources to motivate and inspire our children. 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 St Margaret's we have worked hard to ensure that there are a wide range of texts available for the children of all ages. Our English planning is bespoke; staff carefully plan units based on a rich variety of texts, embedding the grammar and spelling rules required for each year group. Literacy Shed + and Spelling Shed are used to support our planning and delivery of English across the key stage.

Our programmes of study for writing at Key Stage 2 come under two headings:

- **Transcription** (spelling and handwriting)
- **Composition** (articulating ideas and structuring them in speech and writing)

(See St Margaret's Progression of Knowledge & Skills for further details)

We teach English in daily discrete lessons and work hard to develop pupils' competence in both these dimensions. In addition, we upskill pupils so that they can plan, evaluate and revise their writing.

Writing down ideas fluently depends on effective transcription: fluent/legible handwriting and quick/accurate spelling through an understanding of phonics, morphology (word structure) and orthography (spelling structure). Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, an increasingly wide knowledge of vocabulary and grammar and an awareness of the audience, purpose and context.

We enhance writing by providing opportunities for the children to apply their knowledge and skills in reading and speaking and listening. Teachers purposefully select quality texts, from a range of genres, to promote a love of reading and language, as well as stimulating interest and engagement. These texts contain high-level vocabulary, a range of punctuation, inference and characterisation. We use them as good models to assist the pupils in developing excellent writing.

We aim to instil a love of reading into our children to enable them to become enthusiastic, independent and reflective readers across a wide range and types of literature. This includes different books, text types, genres, posters, magazines, signs and newspapers.

Two key documents set out our curriculum design for reading:

-  Our reading progression map shows the key knowledge and skills that our children should acquire each year, with a clear sequence of learning that builds year on year, across Key Stage 2. This map directly links with our reading assessments, ensuring our pupils progress each year.
-  A yearly overview of the planned core texts for each year group, including additional texts and poetry, provides a clear picture of the breadth of literature and enriching texts both pupils and staff will be immersed in. We believe that quality texts will ignite and fuel their love of reading and lay firm foundations that will support and enrich their learning journey.

Reading is taught in distinct daily sessions as well as in English lessons, inspiring writing with quality texts. We carefully plan our choices of books and texts to make relevant links across the curriculum. In addition, children can have the opportunity to read for pleasure during the afternoon, reading individually to the class teacher or classroom assistant at least once a week.

We identify children who need support and provide intervention in the most effective and efficient way that we can. We run daily intervention reading groups. Most children on the SEND register have reading and comprehension as one of their targets. Teachers plan and teach both reading and writing sessions which are adapted to the particular needs of each child in order to meet Mastery. We help each child maximise their potential 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 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 St Margaret's, where our bright and colourful displays celebrate children's recommendations, their favourite books and author focus. Book Club sessions take place weekly and our Reading Ambassadors work alongside the class teacher to plan and deliver exciting activities in order to foster that life-long love for reading.

In addition, throughout the school year our English curriculum is enhanced through World Book Day, author visits, drama workshops and a range of trips and visits which enrich and complement children's learning. Every classroom has focused on the promotion of reading, and this has been fully embraced by both staff and pupils.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. Children are becoming more confident readers and writers and by the time they are in year 6, 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.

We measure, assess and monitor the impact of the curriculum through the following:

-  Pupil self-evaluation and peer evaluation
-  Monitoring of pupil voice to check pupils have retained knowledge/skills
-  Children should have acquired key vocabulary and concepts/knowledge
-  Formative assessment used to diagnose and address learning gaps
-  Assessment/Outcomes – Attainment against expected outcomes during the year and at the end of each year
-  Assessment/Outcomes – Progress made from individual starting points
-  Analysis of assessment, diagnosing knowledge and learning gaps
-  Monitoring – of books and outcomes to check curriculum delivery, quality learning and pupil understanding
-  Monitoring – Learning walks to check learning is delivered effectively
-  Monitoring – subject leads reflect and analyse effectiveness of curriculum teaching and learning
-  Monitoring – subject leads check that the curriculum meets the needs of all pupils through quality teaching, with tailored support and intervention where appropriate
-  Reflective staff feedback, joint staff sessions and questionnaires inform CPD to maintain and enhance teacher expertise
-  Reading Ambassadors' meetings to maintain & raise the profile of the subject

The vast majority of children reach end of year or end of key stage expectations and a significant number exceed this, which is demonstrated by the data from our statutory end of Key Stage 2 assessments, in addition to our internal assessments

We hope that as children move on from St Margaret's 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.