



William Shrewsbury English Curriculum Intent 2019-20

If you don't want to learn, no one can make you. If you are determined to learn, no one can stop you.

Intent	Implementation	Impact
<ul style="list-style-type: none"> • To develop confident speakers and listeners. 	<ul style="list-style-type: none"> • From EYFS we model good spoken English and provide activities which promote the development of the different parts of speech eg prepositional (in front of, next to), conceptual (open, closed, full, empty), adjectives, nouns etc and we teach turn taking in conversations. • We promote speaking and listening as a tool for learning in BLP and P4C. • We use talk partners to discuss ideas in class. • We encourage pupil voice in assemblies, school council, H&S committee, class presentations, five minute talks etc. • We provide interventions for children who need support to close the gap with their peers eg 	<ul style="list-style-type: none"> • Children will be able to speak confidently about their learning. • They will use a broad range of vocabulary from across the curriculum. • Our children will be able to actively participate in learning time whether this be within small groups or through whole class discussions. • Children will be able to speak confidently to an audience. • By the time they leave, children will know the difference between formal and informal spoken language and when each is appropriate. • Children will develop grammatically correct speech. • Children will develop a wide range of vocabulary which they understand. Children who are behind in this aspect will close the gap with their peers.



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	<p>Welcom, SaLT, nurture groups, Chatterbox, HOPE, Helping Hands.</p> <ul style="list-style-type: none"> • We provide opportunities for drama and role play from EYFS upwards. • We encourage children to take on roles such as pupil ambassadors, school councillors and health and safety representatives. • We provide opportunities for the children to take part in school concerts, assemblies and performances. • We provide teacher-led after school clubs such as Drama, Choir, Phonics. 	
<ul style="list-style-type: none"> • To foster a love of Reading and Writing 	<ul style="list-style-type: none"> • Through our book-based curriculum, we ensure that children have access to high quality texts and read and understand at least six fiction books in depth each year. These are linked to non fiction texts and poetry. • We encourage the children to take part in reading competitions such as 	<ul style="list-style-type: none"> • A tour of our classrooms shows inviting reading areas where children regularly choose books they enjoy reading. • In KS1, children's reading records are completed by parents and their comments reflect their children's performance, engagement and enjoyment of reading.



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	<p>Ready, Steady, Read; Readathon; Summer Reading Challenge.</p> <ul style="list-style-type: none">• We provide an annual book fair to encourage the children to read. There is a relevant theme and activities are provided to encourage families to attend.• We run author theme dress up days and celebrate author birthdays etc.• We enter the De Ferrers 500 words competition with a ceremony and presentation for the winners.• We encourage author visits to inspire the children to write across all year groups.• We provide rewards for all the children for regular reading and celebrate their achievements.• We have book corners in every classroom to encourage the children to enjoy and linger over books.• A dedicated librarian offers a range of non-fiction books for classes to support learning in the broader curriculum.	<ul style="list-style-type: none">• High level of reading certificates given out during KS1 apple assemblies when children have achieved their 'Ready, Steady...Read' competition stages.• Through pupil discussion, we can discuss children's favourite books and authors and they can recommend books to their peers.• Classroom displays and displays around our school show examples of writing completed by our children. They feel proud of their work.• Children enjoy looking through their writing books to see how their writing has improved in terms of handwriting, spelling and content.



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	<ul style="list-style-type: none"> ● We provide termly updates for staff to inspire and update them so they can offer high quality, enthusiastic teaching. ● We run reading workshops for parents to support and encourage a love of reading for their children. ● We provide an exciting area for parents to share reading with their children in school - The Reading Maze. ● World book day celebrates books and reading with DEAR sessions etc. ● Displays celebrate reading and the different authors. ● We provide reading recommendations and 'must reads' to excite children to read a range of texts in school and at home. 	
<ul style="list-style-type: none"> ● To enable children to write with flair and enjoyment for a range of purposes. 	<ul style="list-style-type: none"> ● We teach the children the appropriate knowledge and skills to give them the tools to work with flexibly in order to create their own pieces of writing eg spelling, 	<ul style="list-style-type: none"> ● Book trawls completed each half term show evidence of the range of writing experiences that are offered to our children. ● Children are engaged in their writing and talk confidently about it



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	<p>grammar, punctuation, parts of speech etc.</p> <ul style="list-style-type: none">• We expose children to a broad range of fiction, non-fiction and poetry to model flair in writing.• We give opportunities to write in a range of styles.• We praise flair in writing and avoid teaching and feeding back according to narrow assessment criteria. Regular, developmental feedback is given.• We provide opportunities for the children to write from their own experiences.• We try to link writing to visits, visitors and OEC trips to enable the children to write with content knowledge to support them.• We provide exciting pictures and video stimuli for writing purposes.• Writing overviews have been completed for all text units. These support progression through a	<ul style="list-style-type: none">- what they are proud of and what they used to support them when completing their writing.• Standards of writing should be at least good for all pupils.



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	<p>range of writing experiences and opportunities. Writing overviews are saved in our English drive so they can be accessed by the English team.</p>	
<ul style="list-style-type: none"> To broaden children's vocabulary, ensuring that children understand the new words that they learn and can use them properly in context. 	<ul style="list-style-type: none"> We explicitly study the challenging vocabulary in our Reading texts, Maths lessons and with the support of knowledge mats in our broader curriculum subjects. We ensure that children know and understand the words in the NC spelling lists. We use our working walls in classrooms to collect interesting vocabulary which children can use in their own writing. We refer explicitly to reading skills (eg as 'Vocabulary Victor' in KS1 and Year3) so that children can identify challenging words in texts and discuss the meaning of these words. In KS1, children complete matching 	<ul style="list-style-type: none"> Children are confident to contribute to whole class discussions to suggest appropriate vocabulary and to consider alternatives to enhance their choices. Children develop a broad vocabulary and can use a wide variety of words confidently and in context.



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	<p>activities and in KS2 they learn to use dictionaries and thesauruses.</p> <ul style="list-style-type: none"> • Pupil discussions are used to assess and develop children's understanding of new vocabulary. 	
<ul style="list-style-type: none"> • To give children an excellent knowledge and understanding of phonics and ensure that they are able to apply this knowledge to their reading and writing. 	<ul style="list-style-type: none"> • We use Letters and Sounds and phonics play to teach phonics from EYFS. Early phase 1 and 2 phonics start within our nursery setting. • We set challenging targets for outcomes in the Year 1 phonics screening test. • We provide opportunities for children to use phonics to write words as they are learning sounds, as well as apply these in free writing opportunities, writing lessons and across the broader curriculum. • We actively encourage children to use phonics sound mats to support their independent writing activities. • Parents are invited to Phonics meetings in Reception and Year 1. 	<ul style="list-style-type: none"> • Baseline assessment/end of year Reception data shows that most children move to Year 1 with a good knowledge of initial letter sounds and phonemes (?) which they use to decode words when reading and build words when writing. • The majority of children in Y1 pass the phonics screening check. • What about the children who don't? e.g. The children who don't pass the Y1 phonics test are put on a comprehensive programme in Y2 to ensure that when the test is retaken pass (?)



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	<ul style="list-style-type: none"> • Year 1 Parents benefit from parent meetings, family learning workshops and purchase of CGP phonics books to enhance phonics support given to our children. • Precision teaching interventions support children who need additional provision for learning their sounds. • We model how to write sentences accurately and discuss ways to apply phonics such as learning sound families in Year 2. • All classrooms display appropriate sounds at the correct phases. • We are extending our home reading scheme to include some books which link to a child's phonics stage. 	
<ul style="list-style-type: none"> • To teach children to spell common exception words (CEW) and use them in their writing. 	<ul style="list-style-type: none"> • In Year 1,2 and 3, weekly common exception words are chosen so that they can learn to spell these correctly. Spelling patterns are discussed so children can remember these more easily. • Common exception word mats are shared during parents evenings. 	<ul style="list-style-type: none"> • Progress is evident through performance in books at the beginning of each writing lesson. • Half termly CEW checks ensure that children are retaining these words. Independent writing evidence can show if children are



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	<ul style="list-style-type: none"> Children are encouraged to use CEW word mats during writing sessions to increase spelling accuracy. Modelled examples in writing lessons also cover examples of CEW and when they might be used in certain contexts. 	<ul style="list-style-type: none"> applying these words in their writing. Learning walks and tours of classrooms show the availability of appropriate word mats at all times.
<ul style="list-style-type: none"> To ensure that children reach at least age related expectations in English and can apply the associated knowledge, understanding and skills across the whole curriculum. 	<ul style="list-style-type: none"> We ensure that planning covers the broadest aims of the National Curriculum. We set high expectations for our children. We teach children how to learn effectively through BLP. We build resilience through Growth Mindset. We ensure that our children are able to self-assess and understand their next steps in learning. We provide regular feedback to ensure children are aware of how to move their learning forward. We consider children who will benefit from additional interventions for English such as 	<ul style="list-style-type: none"> Data available from Yr2 and 6 to assess those children who have reached age related expectations. Target strips used to support children in making progress and identify areas for development. Reading and Writing overviews are completed for each book unit and these are looked at by the English team to ensure full coverage and progression of the curriculum. Book trawls help to identify progress across the curriculum such as cross-curricular reading and writing links. Year 2 and Year 6 data can identify children who have made progress at main assessment stages. Termly



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	phonics, precision teaching, sentence structure, comprehension, lexia and FFT.	assessment input for all year groups ensure targets for expected progress are achievable.