



Statement of Intent for English

*Learning Growing Believing Together*

*“Encourage one another and build each other up”*  
Thessalonians 5:11

**Intent**

*Why do we teach this? Why do we teach it in the way we do?*

**Curriculum Intent**

At Trinity, we are dedicated to encouraging all children to be passionate about reading and writing. We are determined that all children will become highly competent readers and writers by the time they leave us. It is our intention to immerse pupils in the wonders of quality text to instil a love of reading, a passion for discovery and confidence to explore their imagination. This in turn will allow them to enjoy the power of being a great writer.

During their time at Trinity, all children will be exposed to high-quality education in English. This will not only teach pupils to speak and write fluently so they can communicate their ideas and emotions to others but, through their reading and listening, others can communicate with them.

**Implementation**

*What do we teach? What does this look like?*

At Trinity, the English curriculum consists of:

**Writing**

- Carefully designed text-led learning journeys, with a clear sequence of lessons from planning, drafting, editing and publishing.
- Use of the Write Stuff FANTASTICS, BOOMSTASTICS and GRAMMARISTICS and sentence stacking in appropriate lessons.
- Differentiated tasks designed to support and challenge learners.
- Opportunities to apply taught skills to other areas of the curriculum.
- Interventions will take place as required.

**Spelling**

- Daily phonics in EYFS/KS1 and into Year 3 and 4 as required.
- Headstart Spelling from year 2-6 supplemented by additional sessions focussing on spelling rules and statutory lists as required.
- Interventions will take place as required.

**Grammar**

- Headstart Grammar from year 2-6 supplemented by additional sessions as required.

## Handwriting

- Pre-cursive handwriting is to be introduced at end of reception year if children have developed appropriate fine motor skills and cursive in year 1, this will be continued in weekly lessons across the school.
- Interventions will take place as required.

## Reading

- In EYFS and KS1 children will read fully decodable books aligned to the phonic phase they are learning in the classroom.
- From Year 1, children who have reached phase 5 decodable books and have a good level of fluency will then be STAR tested using Accelerated Reader and if successful will follow the AR scheme (for speed/fluency and comprehension) alongside their decodable phonics book.
- Whole class guided reading is used across the school as well as small group guided reading when required. KS1 and KS2 use the VIPERS questioning strands in progression to aid the understanding of vocabulary and retrieval, develop inference and prediction skills and to allow them to explain and summarise what they have read.

Our forwards and backwards engineering of the curriculum allows children to return to the same concepts over and over again, gradually building a greater understanding of them.

## Milestones

These are the goals that the children should reach to show that they are meeting the expectations of our curriculum. In reading, these are the phased phonically decodable books and from Year 1/2 the AR levels and appropriate reading ages. In writing, these are ARE for each year group from the National Curriculum.

## Impact

*What will this look like?*

In writing, we assess the outcomes for English with termly tasks which are built into our planning to help us assess how well and how deeply pupils know and understand what we have taught and what the children have learnt. We use the exemplification and moderation materials to ensure staff are able to confidently assess writing. At the end of terms 2, 4 and 6 we formally assess the children's writing using the assessment grids developed at Trinity.

In reading, using AR we assess their development with half termly STAR assessments which then allows us to determine their reading level for the following term. Children not making the appropriate progress in reading will have intervention. Alongside AR, we also use the termly NFER reading tests from Year 1 to 6.

The lowest identified 20% of each class in reading will have daily reading to an adult. PP children will also read to an adult 3 times a week.

We strive to ensure that our children's attainment is in line with or exceeds their potential when we consider their various starting points. It is our intention that our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.