



Statement of Intent for English 2022-23

# *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 following Little Wandle and Rapid Catch Up in Years 2-6 (where appropriate)
- Headstart spelling from year 2 (term 3) to 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 in reception to the children who have developed fine motor control appropriate and cursive in year 1, this will be continued in weekly lessons across the school. Interventions will take place as required. Letterjoin will be used throughout the school.

## Reading

- In EYFS and KS1, children will follow the Little Wandle scheme reading phonically decodable books aligned to the phonic phase they are learning in the classroom, or the phase they are learning as part of a catch up intervention or the Rapid Catch Up scheme.
- From Year 2, children who have reached the end of phase 5, passed the Phonic Assessment and are fluent will then be STAR tested using Accelerated Reader and if successful will follow the AR scheme (for speed/fluency and comprehension) alongside (if appropriate) their Little Wandle phonically decodable book.
- Whole class guided reading is used across the school as well as Little Wandle small group guided reading in reception and KS1. 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.

Children identified as the lowest 20% (those not meeting age related expectations in reading) will have additional reading with an adult at least 3 times a week and will be part of the Rapid Catch Up scheme (Years 2 to 5). Identified Year 6 children will be part of a comprehension intervention.

## 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.

In phonics, from Reception to Year 1, we use Phonic Tracker for termly assessment of phonological knowledge and identified gaps are then closed with phonic intervention. From Years 2 to 5 we have implemented the Little Wandle Rapid Catch Up scheme where children have half an hour daily to catch up on the phonic phase identified by the Phonic Tracker assessment. This scheme is designed for those children who have not passed the Phonic Assessment in Year 1 or again in Year 2. We have implemented this further by assessing all children identified as being in the lowest 20% and they have daily intervention using the same scheme.

In reading, from Years 2 to 6 we use 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 Years 1 to 6. Children not reaching ARE in reading are identified as being in the lowest 20% and will read to an adult at least 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.