



Statement of Intent for English

Our School Vision

It's Fun to Learn

At Wedmore First School Academy we are committed to working together.

Valuing each child as a whole and developing our children's curiosity and enthusiasm for learning through an exciting and innovative curriculum.

We strive to encourage every pupil to develop their confidence and potential.

Our wish is to provide children with a firm foundation in preparation for life's challenges and to take away happy memories of their early years with us.

Intent

Why do we teach this?

When our children leave Wedmore we expect them to be avid readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally. We also aim for our children to apply all of these English skills to all areas of the curriculum.

Implementation

What do we teach? What does this look like?

Our whole curriculum is shaped by our school vision which aims to enable all children, regardless of background, ability, additional needs, to flourish to become the very best version of themselves they can possibly be.

We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children.

It is important that children develop the skills for English by fully immersing them in all areas of the subject through:

Writing:

We use the Talk for Writing approach to teach children which follows the process of imitate and innovate writing before becoming independent inventive writers with their own writing style.

We write for a purpose and encourage children to:

- See themselves as real writers
- Take ownership of their writing
- See writing as an interesting and enjoyable process
- Acquire the ability to organise and plan their written work

SPAG

We teach SPAG within our daily English lessons.

Phonics:

We teach phonics through the Read, Write, Inc Ruth Miskin phonics program. It is a systematic, fast paced approach to teaching phonics. The children read decodable books that match their phonics level.

Cross Curricular:

Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects.

Class Texts: Every class has a high quality text that is selected from a list of recommended texts. All of the English work is then planned and delivered through the context of this text.

Guided Reading:

Teachers model how to teach reading skills at all levels, which are then practised and applied independently.

Whole School Events:

We celebrate National Days related to English for example, World Book Day. We have themed days and hold book fairs. We celebrate the love for reading through a number of different activities.

We encourage local authors, illustrators and poets to come in and talk to the children about their experiences.

Rainbow readers are celebrated in whole school assemblies.

Impact

What will this look like?

Fluency in the English language is an essential foundation for success in all subjects. Understanding the language provides access to the whole curriculum.

Pupil Voice:

Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading recommendations.

Evidence of Knowledge:

Children can make links between texts and the different themes and genres within them.

They can recognise similarities and differences. Children understand the reading and writing process.

Evidence in Skills:

Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.

Outcomes:

At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention