



## Curriculum statement for the teaching and learning of English 2021/22

### Intent

At Harnham Infant School we want our children to develop a lifelong love of language and literature. We know that future success is linked directly to a broad vocabulary, a love of reading and an ability to communicate effectively through text. Through quality first teaching and a continuous provision approach we aim to ensure children have numerous occasions to consolidate and embed these skills.

Our aim is for the children to become excited and engaged learners who have a thirst to continue their learning independently in the environment. We plan for our children to **enjoy, explore, learn** and then develop their **expertise**.

At Harnham Infant School we set high expectations for all of our children to take pride in their work and have a fluent, cursive script alongside allowing their imaginations to flourish.

We aim for the children to apply all of the English skills taught to all areas of the curriculum.

*'No matter what anybody tells you, words and ideas can change the world'.*  
*John Keating*

### Implementation

- We meet the requirements of the National Curriculum through age-related skills focused whole class teaching.
- We teach phonics through the Song of Sounds phonics programme. This is a systematic, synthetic, fast paced, multi-sensory, engaging programme that meets the diverse learning needs within a class. Children have a daily 15 minute session four times a week and an hour long 'big phonics' session once a week to apply their phonic knowledge.
- The children read decodable books that match their phonics level.
- We prioritise accurate decoding and fluency in reading and hear our children read in weekly whole class and 1:1 reading sessions.
- We encourage reading at home through reading records and 'Strive for 5'.
- We celebrate World Book Week, have mystery readers into school and have introduced 'Strive for 5' reading initiatives to ensure the whole school are focussing on the one theme.
- We encourage reading for pleasure and give children many opportunities to relax with a good book. Every classroom has a reading area and weekly visits to the Library are timetabled across the school. We know that good readers become good writers so our children are read to daily by the staff where excitement and expression are modelled.
- We use a range of high quality texts as a starting point for all of our units of work as we know these inspire and motivate our children; our English is then planned and delivered through the context of this text.
- Early writing is taught through early mark making, when children begin Song of Sounds phonics they are taught the correct letter formations.
- In all year groups children's fine and gross motor skills are honed to support writing through fiddly finger activities, dough disco and gross motor activities.
- Our writing cycle is based on Pie Corbett's 'Talk for Writing'. We teach children to imitate and innovate writing before becoming independent writers with their own writing style.

- Teachers use this to assess the areas that their children will need to be specifically taught.
- Teachers frequently model the writing and editing process and actively encourage pupil input through shared whole class writing.
- We explore new vocabulary with the children and encourage them to 'magpie' words and phrases into their own writing and aim for our classrooms to be vocabulary rich environments.
- Year 2 use 'Mrs Wordsmith Word a Day' to introduce new vocabulary daily.
- Reading and writing is taught across the curriculum, ensuring that skills taught in these lessons are applied in other subjects.
- Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum.
- All children are encouraged to embed and apply the skills taught in their independent work whilst in continuous provision in the environment.
- 'Live marking' will take place in line with the school's Feedback Policy and children will be informed of their next steps.
- Writing is assessed through cold and hot writes to begin and end each unit of writing.
- Summative assessment will be entered onto trackers half termly.
- Formative assessment will be carried out in line with our assessment calendar.
- A variety of interventions tailored to address gaps in learning will be carried out by the class teacher or teaching assistant.
- Teachers moderate work weekly at PDMs and half termly in year groups. Moderation will also be completed in cluster meetings with other schools to ensure accurate judgements are made.
- The quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil conferencing and work scrutinies.

### Impact

Pupils will make good progress from their own personal starting points.

### Outcomes

- At the end of each year we expect children to achieve expected for their year group. Some children will have progressed further and will achieve greater depth whilst others will have gaps in their knowledge and therefore receive appropriate support and intervention.
- The % of pupils working at expected within each year group will be in line with the national average.
- Based on evidence gathered from the English Curriculum Leads observations/evaluations, future areas for improvement will be highlighted and new initiatives will be put in place.
- The English Curriculum Lead will write an action plan for the subject and address areas for development and improvement which will be shared with all staff.
- Our children will have a life-long love of reading and writing.

### Evidence in skills

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

- Pupils will apply English skills with ease throughout the curriculum.
- Pupils will have a wide vocabulary that they use in their everyday conversations and in their writing.

#### Evidence in knowledge

- Pupils 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.

#### Pupil voice

- Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject.
- Children are competent to recommend books to their peers.

At Harnham Infant School we foster a community of enthusiastic and engaged readers and writers who we hope will carry forward the high aspirations and creativity that has been encouraged as they move forward in their education.

