



English

Intent

English has changed hugely with the new curriculum. It is taught in 5 sections: reading, writing, spelling and grammar, speaking and listening and presentation.

Reading and writing are fundamental in everything that we teach today. The study of English is essential as by writing and speaking fluently it allows children to communicate their emotions and ideas to others, and through their reading and listening others can communicate with them.

Reading is a key life-skill and we aim to give children opportunities through all curriculum areas to enhance this skill. Pupils have access to a variety of fiction and non-fiction books to broaden their reading experience. By reading from a larger range of genres and material we are able to broaden their experiences when writing.

We want our children to enjoy becoming writers, writing across different genres: – being a poet, writing a suspense story, structuring a persuasive letter, creating a set of instructions are just a few of the many themes they will be encountering each year.

Using the skills taught in an English lesson, the children are then able to write across the curriculum: Writing a non- chronological report in History, writing a science investigation, constructing a diary entry linked to a history project are just some examples.

Implementation

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Impact

The impact on our children is clear: progress, enjoyment, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught regularly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.

Termly assessment is showing that most children at Inmans are achieving in Literacy at age-related expectations. Each year we have children achieving at a greater depth in reading and writing at the end of KS1 and end of KS2. We hope that all the new literacy initiatives outlined above will help to boost children's learning and progress.

As all aspects of English are an integral part of the curriculum, we are working hard to ensure cross curricular writing standards improve and skills taught in the English lesson are transferred into other subjects; this will show consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.