

Curriculum Intent, Implementation and Impact Statement:

English at Cleobury Mortimer Primary School

C U R R I C U L U M I N T E N T

Intent

At Cleobury Primary School, we believe that literacy and communication are key life skills. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development it has an essential role across the curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a well-rounded member of society.

At Cleobury Mortimer Primary School, through a well-balanced curriculum, all pupils will become confident speakers, listeners, readers and writers and use these language skills for a wide range of purposes. Therefore, at Cleobury Mortimer Primary School, we will also enable children to:

- be competent in the arts of speaking and listening, communicating their understanding and ideas clearly and using discussion in order to learn;
- show children how to adapt their speech to a wide range of circumstances and demands;
- teach children effective communication, both verbal and non-verbal, through a variety including through drama activities;
- secure their phonic knowledge in order to decode words easily and read them aloud fluently and accurately;
- explore the content of a range of texts to ensure full understanding of what they have read;
- become confident, enthusiastic, independent and reflective readers who develop a habit of reading a variety of texts for both pleasure and information;

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- develop as reader alone or as a shared experience with adults and peers;
- foster and instil the enjoyment of reading, and a recognition of its value;
- use their phonetic knowledge to write with accuracy and build quality sentences;
- write clearly and coherently, adapting language and style for a range of contexts, purposes and audiences;
- write ambitiously and confidently by planning, rehearsing aloud, drafting and editing their writing;
- to foster and instil the enjoyment of writing, and a recognition of its value;
- develop a secure understanding of spelling, grammar and punctuation;
- make fair critical responses about their own work, that of their peers and for a range of writers;
- produce clearly formed, concise, legible handwriting and to take pride in the presentation of their work.

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CURRICULUM IMPLEMENTATION

<p><u>Implementation</u> (We use the National Curriculum which aims to promote high standards.)</p>	<p><u>Talk for Writing</u> Our literacy sequences are 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.</p>	<p><u>GPS</u> Grammar is taught daily following the progression in writing document to outline the progress required in each year group. Spelling follows the No Nonsense Spelling Programme which sets out a clear pathway for progression from Year 2.</p>	<p><u>Reading Spine</u> We have a whole school reading spine so that each year group is exposed to a range of quality texts including picture books and poetry.</p>
	<p><u>Phonics</u> We teach phonics by following Essential Letters and Sounds.</p>	<p><u>Whole school events</u> We celebrate World Book Day as well as having visitors such as authors.</p>	<p><u>Cross Curricular</u> Skills taught in English lessons are then applied in other subjects.</p>
	<p><u>Talk for Reading</u> Whole class reading sessions occur weekly based on the Talk 4 Reading approach. Reading journals are used in conjunction with this.</p>	<p><u>Class Story</u> Every class has a class story at 3pm each day.</p>	<p><u>Library Visit</u> All KS2 classes visit the library each half term. This is in addition to the newly stocked classroom libraries.</p>
	<p><u>Interventions</u> Children, who are struggling with an aspect of English or making slow progress, are given support during daily interventions.</p>	<p><u>Marking</u> Marking and feedback helps the children to progress with moving on comments.</p>	<p><u>Training</u> The subject leader provides training for staff each year to ensure staff develop their skills to help the children fulfill their potential.</p>

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Impact

When the children leave CMPS at the end of KS2, they should have made good progress from their starting points. Each year we track the children's progress with the aim of ensuring that they fulfil their potential. Most importantly, we want children to be enthusiastic readers, who can communicate effectively both orally and in writing so they are ready for the next stage of their education.

Intended Impact - Reading

We monitor the impact of our Reading approach through:

- End of EYFS, KS1 and KS2 statutory assessments and the Year 1 phonics check. (We always aim for at least 90% in the phonics check)
- The % of pupils working at ARE within each year group will be at least in line with national averages.
- Assessment tracking information being shared and discussed with SLT three times per year within pupil progress meetings identifying key children requiring support or challenge. Pupils are set targets based on FFT data. These are reviewed three times per year.
- Learning walks, observations and work trawls to monitor quality.
- Whole staff benchmarking sessions focussed on progression of one area of reading across the school to monitor progress and standards and inform staff CPD.
- Liaising with parents.

We closely monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and enough additional support is provided to enable them to keep up.

Intended Impact - Writing

- Pupils will enjoy writing across a range of genres
 - Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded
 - Pupils will have a wide vocabulary that they use within their writing
 - Pupils will have a good knowledge of how to adapt their writing based on the context and audience
 - Moderation takes place both in school and across the SGET.
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught

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-The % of pupils working at ARE within each year group will be at least in line with national averages. -The % of pupils working at Greater Depth within each year group will be at least in line with national averages

-There will be no significant gaps in the progress of different groups of pupils (e.g. disadvantaged vs non disadvantaged)

-We closely monitor children making the slowest progress. Children in danger of falling behind, or who are working under expected levels (lower 20%), are swiftly identified and enough additional support is provided to enable them to keep up. This includes guided writing in the classroom.