

**SUBJECT INTENT STATEMENT**

English

**LEADER:**

J. Shanahan



INTENT		CONTENT	
<p><b>"I can shake off everything as I write; my sorrows disappear, my courage is reborn." Anne Frank</b></p> <p>We believe that a quality English curriculum will inspire children's love of reading and writing. Within our curriculum, we endeavour to help our children to:</p> <ul style="list-style-type: none"> <li>Develop the skills to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> <li>Acquire a wide vocabulary, and an understanding of grammar</li> <li>Develop the habit of reading widely and often, for both pleasure and information</li> <li>Be competent in speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> </ul>		<p>The National Curriculum is the core of our planning. Our English education seeks to develop the skills needed to achieve not only in English, but across the curriculum and in our children's future lives.</p> <p>Knowledge of spelling rules and patterns and the understanding of grammar and punctuation is embedded across year groups through a robust, progressive English long term plan. This builds upon prior learning and provides opportunities for children to revisit objectives as they move through the school. Children are then provided with opportunities to apply their knowledge and understanding in written composition.</p> <p>Our children are taught to be able to write for a range of contexts, purposes and audiences. Each year group has been allocated key writing genres as their main focus for the year, so that they have the opportunity to revisit these many times and become confident with that genre of writing moving forward. Other genres of writing are revisited through incidental pieces of writing and writing across the curriculum. The key genres for each year group are planned progressively on the English long term plan.</p>	
CULTURAL CAPITAL	PEDAGOGY	VOCABULARY	
<p>We endeavour to achieve this by:</p> <ul style="list-style-type: none"> <li><b>Author Visits:</b> authors are invited into school to inspire a love of writing.</li> <li><b>Letter Writing:</b> pupils write letters to their favourite authors to ask for advice on how to become better writers.</li> <li><b>Published Writing:</b> Pobble is used to publish pupils' writing and provide an audience and purpose for writing.</li> <li><b>Using High Quality Texts:</b> a reading map is in place to ensure that pupils experience a range of high-quality texts.</li> <li><b>Being Magpies:</b> We seek to enhance language and vocabulary by encouraging pupils to 'borrow' words and phrases from the texts that they read.</li> <li><b>Trips:</b> visits take place that link to the class text to places such as Cadbury World.</li> <li><b>World Book Day:</b> The love of vocabulary is developed by encouraging pupils to dress up as an adventurous piece of vocabulary</li> </ul>	<p>Our English lessons follow the following structure:</p> <ul style="list-style-type: none"> <li>Development of phonics, spelling rules and patterns</li> <li>Recap of grammatical terms</li> <li>Shared Reading</li> <li>Modelling</li> <li>Development tasks</li> </ul> <p>Modelling is core to our teaching of English and takes the following forms:</p> <p><b>Demonstration:</b> <i>I'll show you how to do something</i></p> <p><b>Joint composition:</b> <i>Now we'll have a go together</i></p> <p><b>Mini-writing:</b> <i>Children write, on a specific focus, using mini whiteboards for immediate feedback</i></p> <p><b>Guided writing:</b> <i>I'll support you in a small, focused group</i></p> <p><b>Independent writing:</b> <i>You have a go on your own</i></p>	<p>Pupils will develop an understanding and accurate use of key vocabulary, specifically:</p> <ul style="list-style-type: none"> <li>By the end of KS1, pupils will be able to read, spell and understand vocabulary from the high frequency word lists and common exception word list</li> <li>By the end of Y4, pupils will be able to read, spell and understand vocabulary from the Y3/4 word list</li> <li>By the end of Y6, pupils will be able to read, spell and understand vocabulary from the Y5/6 word list</li> <li>Before reading part of a class text, teachers will draw pupils' attention to vocabulary that is likely to be unfamiliar and provide them with a definition of these words to support their reading. These definitions are revisited frequently to support long-term retrieval.</li> </ul>	
RETENTION	ASSESSMENT	LEARNING ENVIRONMENT	SMSVC
<p>Genres of writing are organised so that they repeat across a year group to aid retention.</p> <p>Prior learning is revisited at the start and end of lessons to support retention.</p> <p>Definitions of new vocabulary are revisited frequently to support long-term retrieval.</p>	<p>Formal assessment of spelling and grammar takes place termly. Informal assessment is ongoing, and is used to inform planning.</p> <p>Writing objectives are assessed weekly against learning ladders.</p>	<p>In order to support our pupils' understanding in English, working walls are updated regularly. These show:</p> <ul style="list-style-type: none"> <li>Examples of pupil writing</li> <li>Explanation of grammatical terms</li> <li>Key vocabulary</li> <li>Spelling rules and/or patterns</li> </ul>	<p>Our aim is to develop pupils to have a sense of vocation. They will have the skills necessary to follow God's chosen path for them, particularly:</p> <ul style="list-style-type: none"> <li>competent in speaking and listening, making formal presentations, demonstrating to others and participating in debate.</li> <li>Develop the skills to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences</li> </ul>