



Intent, Implementation and Impact Document

Subject: English

CURRICULUM INTENT

At Overstone Combined School, we believe that ability to read and write is fundamental to our children succeeding; enabling them to access the next stage of their education and beyond. Our curriculum has been designed to ensure that children have opportunities to develop a love of reading, enjoy writing and have passion and enthusiasm for both.

Reading

Our aim is to ensure that children gain a thirst for reading a range of genres and participating in discussions about the books; exploring the language used by different authors and the impact the written words have on the reader. Our curriculum has also been designed to ensure that children not only read for pleasure but to use books to research and gather new knowledge to extend their understanding.

Writing

Our aim is to ensure that children write clearly, accurately and coherently; write in different styles and for different purposes and audiences; develop a wide vocabulary and a solid understanding of the grammar rules and terminology appropriate for their age group. Our curriculum has also been designed to ensure that children are able to express themselves creatively and to communicate effectively with others.

EYFS

Our Early Years children follow the Early Years Foundation Stage curriculum and develop their knowledge, skills and understanding through a combination of both play-based learning and focused adult led sessions. Emphasis is placed on speaking, listening and developing communication skills which supports the development of reading and story-telling.

It is our intention that we:

- promote and instil a love for reading, writing and share high-quality literature with children.
- provide an English curriculum which is sequenced to develop the acquisition of knowledge and skills which meet the Early Years Foundation Curriculum expectations.
- prepare children for the demands of the Year 1 through the high-quality teaching of phonics (RWI).
- provide a variety of opportunities for children to develop and apply their writing skills in practical, playful contexts.
- using formative and summative assessment and to ensure children meet the end of EYFS expectations.

EYFS Outcomes

Children enjoy listening to stories and looking at information books. They read and write simple sentences independently.

Key Stage 1

It is our intention that we build on learning from EYFS by:

- promoting and instilling a love for reading, writing and access high-quality literature for children.
- providing an English curriculum which is sequenced to develop the acquisition of knowledge and skills which meet the KS1 National Curriculum expectations.
- broadening the children's experience of high-quality texts using Read to Write as a basis.
- promoting the love of reading through the use of a well-matched, phonics-led home reading books.
- preparing children for the phonics screening check in Year 1 through high-quality teaching of phonics (RWI).
- ensuring children who do not meet the phonics screening standard in Year 1, have high-quality intervention delivered by well-trained adults so that they are able to meet the standard before KS2
- building the foundations of genre-led writing ensure a solid understanding of the various genres of writing.
- to provide varied opportunities to develop and apply their writing skills across the curriculum.
- using formative and summative assessment and to ensure children are on track to meet the end of Key Stage national standards.

KS1 Outcomes

Children enjoy listening to stories and searching for information in non-fiction books. They read a range of picture and short chapter books independently. They write narratives, recounts (including letters, diaries) information texts (including instructions and explanations).

Key Stage 2

It is our intention that we build on learning in Key Stage 1:

- children are provided with many opportunities to develop and apply their reading and writing skills across the curriculum.
- children develop a clear understanding of the writing process in order to establish themselves as an author in their own right.
- through our book-led curriculum, we foster children's interest in reading and writing and offer a reason and context for writing which enables the children to write for purpose and audience.
- children build on their knowledge of writing for context and purpose, allowing opportunities to explore a variety of genres, planning, drafting and re-drafting their writing.
- children will develop their knowledge of genre features, audience, language and effective composition.
- to broaden our children's exposure to high level vocabulary and allow them to apply their understanding of vocabulary and grammatical features within and across the English curriculum.



- children will understand the relationships between words, word meaning, implied meaning and figurative language within writing lessons, whilst ensuring that children are supported in their spelling strategies.
- children will be taught to control their speaking and writing consciously and to use correct Standard English.
- using formative and summative assessment and to ensure children are on track to meet the end of Key Stage national standards

KS2 Outcomes

Children enjoy reading and have favourite authors. They recommend books to read to their friends. They write for a variety of purposes knowing how to structure differing types of writing and use interesting language.

Transition

We work closely with our local secondary schools, in particular "Cottesloe School" to ensure our children are "secondary ready". We aim to provide our children with the skills necessary to begin the KS3 curriculum and liaise closely with the Head of English to prepare our children for expectations in reading and writing as well as providing them with a suitable exposure to age-appropriate, challenging texts.

CURRICULUM IMPLEMENTATION

Reading and writing are an important part of our curriculum and are an integral part of all of our lessons.

We teach reading through:

- **Discreet comprehension lessons:** we teach lessons which focus on developing children's level of understanding of the text, through written and oral tasks; and the exploration of new vocabulary. Children will be taught to retrieve, infer, predict, summarise, analyse and evaluate a whole class text.
- **Guided reading lessons:** we encourage our children to read for pleasure and to read widely. In lessons, children explore a novel/book, developing their reading skills and their ability to understand the author's intent, connections and links to their own experiences. Discussion and critiquing are key aspects of these lessons.
- **Reading across the curriculum:** we maximise opportunities for children to read, through our guided reading lessons and independently. Opportunities to focus on the teaching of reading whilst increasing the children's knowledge and understanding of the topics being taught in subjects such as History and Geography.
- **Independent Reading:** we promote independent reading for pleasure. Each half term, children's reading is assessed through STAR Reader assessment to ensure children are reading the most appropriate levelled books. Reluctant readers, or those children who struggle with reading are heard reading every day to ensure that they make expected progress. Teacher led daily phonics (Read Write Inc.) is used from Foundation to year 2. 1-1 tutoring supports children who are not at age related expectation.
- **Reading Areas:** Within every classroom, you will find an inviting book area, where children are able to visit and enjoy the book they are currently reading. Within these spaces, children can find a breadth of books that cover all genres and are linked to current learning from across the curriculum to allow them to develop specific interests and passions that they can read into further.

We teach writing through:

- **Ensuring writing is purposeful:** Each writing unit is planned in accordance with the national curriculum objectives, whilst considering the purpose of writing. There may be opportunities where writing units are linked to the topic, so that children can benefit from the links and deepen their understanding. Where possible ICT will be used, to improve children's communication skills and to give a different platform to present / perform their work. The use of 'Read to Write' (*complimented by Talk for Writing principles*) ensures a consistent and systematic approach to teaching the skills of writing across all year groups. This also means that children know what to expect when they change classes.
- **Use writing sequence tasks:** Children become familiar with the sequence of teaching (immerse, analyse, plan, write) At the end of each writing sequence, children use what they have learnt to produce a 'polished' piece of writing.
- **Working walls:** On the wall of every classroom, English working walls can be found, where the current whole class text is 'in the spotlight' for children to investigate and explore. Each display is split in half, so that reading around the book is regularly updated to support children with character facts, key moments within the narrative and questions they have regarding the book so far. The other half shows the building up to an extended piece of writing, class teachers update this half with: grammatical devices which have been studied; the purpose for writing, audience and layout the writing will take, modelled writing examples to provide children with examples of what they will be doing; examples of WAGOLLS that have been analysed; a success criteria, which is added to as the sequence of lessons progress; and key vocabulary that has been discovered on route to the writing that children would need to use their work.
- **A rigorous and consistent spelling approach is used:** During Year 2 onwards (once children have moved beyond the RWI phonics programme) Rising Stars spelling programme is followed. For those children still needing phonics intervention, this is carefully planned for assessing their gaps. Each week, children practice spellings based on what they have been learning.
- **Grammar and punctuation rules are taught both discretely and as part of English sequences of work to fit to the writing genre.** In the long-term plan, teachers carefully match the national curriculum objectives to writing genres, to ensure that new terminology taught, can be applied in context.



- **Handwriting:** As part of the RWI phonics programme, correct letter formation is taught from reception and practiced each day. When children reach the end of Year 1 they begin to be taught the joins as the basis for cursive handwriting.

Each Key Stage within the school focuses on age appropriate skills and uses a range of strategies to support the children.

EYFS

In nursery, we provide: group times based around pre-phonics activities supporting the children to develop their sound discrimination e.g singing, guess the instrument, clapping out names, sharing stories, circle times to practice speaking and listening skills, and opportunities for mark making both indoors and out.

As children progress into Reception, in addition we provide: daily phonics sessions using the Read, Write Inc. programme, Book Bag books linked to children's current phonic knowledge, library books, mark making books - print writing, teaching of common exception words, child initiated reading, child initiated writing, phonics information sessions for parents, provide daily online RWI phonics activities for parents to support their children at home. Our children are taught to decode, read and understand simple texts. Children are taught to read by blending sounds and this is supported by the use of books matched to the children's knowledge of phonics as well as shared reading, using large print books and picture books. Children are taught the process of reading; learning that words and pictures have meaning. Through a range of practical activities children learn familiar stories. Children develop reading skills of prediction, retrieval and sequencing. Writing is taught through shared writing, using large print books and picture books. Children are taught the process of writing; learning that letters come together to make words. Through a range of practical activities children learn familiar stories. Children practise oracy skills of retelling stories and sentences from stories using Read to Write as the basis.

Key Stage 1

In Key Stage 1, Read, Write Inc. along with the phonetically matched books supports the teaching of phonics. The children are heard reading in groups and individually. Reading is taught through a shared reading approach using books that are rhythmical and have repetitive patterns. Children explore vocabulary, prediction, sequencing, making inferences and retrieving information. In Year 2, as children move beyond RWI they are taught reading through a group guided reading approach using short, well-structured comprehension texts. Children explore vocabulary, prediction, sequencing, making inferences and retrieving information referred to as VIPERS.

Our English curriculum is derived around a sequence of high-quality, age-appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

We use:

- 'Read to Write; lesson planning to deliver high quality understanding of texts.
- RWI to teach early reading and spelling
- Book Bag Books matched to the children's phonics stage
- VIPERS for comprehension in our planning
- The progression document to ensure the teaching of writing is age-appropriate and progressive and to ensure genre-based skills are met.
- The Read to Write stages of writing approach (immerse, analyse, plan, write) to ensure children become strong, independent writers
- Rising stars spelling lessons to ensure the teaching of spelling and phonics is progressive
- We run parent information sessions on phonics and Phonics Screening Check for Year 1 parents, reading and SATs for Year 2 parents so that they understand age-related expectations.
- we identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups and are fortunate to have parents and governors who come in regularly to hear children read.
- Most children on the SEND register have phonics/reading and comprehension as one of their targets.
- Teachers plan and teach English lessons which are differentiated to the particular needs of each child.
- Marking is rigorous in English and across the curriculum, with regular 'response times' and spelling corrections to help children correct and consolidate their work.
- Regular English book scrutinies support all teachers to develop their feedback skills

Key Stage 2

In Key Stage 2, we teach reading through a whole class approach focusing on the reading content domains. We use VIPERS to ensure breadth of reading development across the Key Stage. Children explore vocabulary, prediction, summarising, making inferences and retrieving information, ensuring that they are able to make justified responses using evidence from the text. Children explore a wide range of fiction and non-fiction texts in their foundation lessons, which are based around age appropriate texts linked to the topics being studied. The KS2 book spine ensures children have experience of a range of high-quality texts read to them in each year group.

Every half term, the English curriculum is taught by studying a high-quality text from which writing opportunities are derived. Children are taught to develop an understanding of the texts through reading comprehension - exploring the key themes, events, and plot of the texts being studied. From this element of the curriculum, children are taught the grammar from the National Curriculum which is taught to correspond to the genres being written as part of the writing process. Children are then supported in how to apply the grammatical content taught in identifying features of a high-quality



modelled text, before progressing to plan, write and re-draft a written piece which is fit for purpose and audience.

We use:

- 'Read into Write' lesson planning to deliver high quality comprehension teaching. We use a novel per half term and in addition we teach reading through whole class guided reading sessions and through the use of short, well-structured comprehension texts.
- Accelerated Reader system is used to support the children read books which match their independent stage of development.
- VIPERS for comprehension in our planning.
- The progression document to ensure the teaching of writing is age-appropriate and progressive and to ensure genre-based skills are met.
- The Read to Write stages of writing approach (immerse, analyse, plan, write) to ensure children become strong, independent writers
- Rising stars spelling lessons to ensure the teaching of spelling is progressive
- Quality intervention to support children who have not met the phonics screening check standard.
- We provide reading book marks for parents so they can support their children's reading and comprehension at home.
- We identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups and are fortunate to have adults who come in regularly to hear children read.
- Most children on the SEND register have reading and comprehension as one of their targets.
- Teachers plan and teach English lessons which are differentiated to the particular needs of each child.
- Marking is rigorous in English and across the curriculum, with regular 'response times' and spelling corrections to help children correct and consolidate their work.
- Regular English book scrutinies support all teachers to develop their feedback skills

CURRICULUM IMPACT

Through the teaching of systematic phonics, children become fluent readers by the end of Key Stage One. Children can then focus on developing their reading fluency and comprehension as they move through the school. Attainment in reading is assessed half termly and recorded on Target Tracker and using the statutory assessments at the end of Key Stage One and Two.

Phonics:

- Half termly RWI phonics assessments to ensure that children are placed within the correct teaching group and progress is being made.
- Phonics Screening Check at the end of Year 1.

Reading:

The school measures impact through:

- EYFS / KS1 Half termly Read Write Inc. assessments to ensure children are on the correct book level book and correctly placed teaching group
- EYFS / KS1/ KS2 Half termly assessments against Target Tracker statements
- KS2 STAR reader assessment measures attainment against a national standardised score, reading age
- Previous SATs papers in year 2 and year 6 to measure attainment against national standards
- Children Voice to assess learning

Attainment in writing is measured consistently throughout the year. At the assessment points, progress is tracked, using the writing statements, which have been taken from the National Curriculum. For those children who have yet to access the National Curriculum statements, pre-key stage statements are used.

End of Key Stage writing: teachers will assess a selection of pieces of writing in Years 2 and Year 6, using this to inform reported Teacher Assessment judgements. Exemplification materials are used to support judgements made.

Spelling, Punctuation and Grammar

For those year groups using RWI, progress is assessed each half term.

Years 3 – 6 use NFER materials three times a year. In year 6, previous SATs materials are used. In KS2, children will be taught to self-correct, edit and improve their writing and that of others. Evidence of this can be found in books, in purple pen.

Children voice: Response to different writing sequences is noted to help inform future teaching.

The impact on our children is clear: with children demonstrating progress, sustained learning and transferrable skills. With the implementation of the writing journey becoming well established and taught thoroughly 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 Overstone are achieving in English at age-related expectations. Each year we have children achieving at a greater depth in reading and writing at the end of KS1 and KS2. We expect that the new literacy initiatives outlined above will boost children's learning and progress. As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

We hope that as children move on from Overstone to further their education and learning, that their



creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Monitoring: EYFS / Key Stage 1 / Key Stage 2

Observations / Drop in / Learning Walk / Book Scrutinies:

These are carried out termly. Alongside these, pupils to be given the opportunity to talk about their developing reading and writing skills and work they have produced. This will reflect 'pupil voice' for English and be used to move the subject forward with the pupil's ideas or gaps in learning being incorporated. Pupil/Teacher discussion of children's books to be part of Observations, Drop-ins and Learning Walks.

Policy Review:

As and when required

Children's Voice:

Children's voice captured during Observations, Drop ins, Learning Walks, and Book Scrutinies. Teachers provided with feedback to develop their feedback skills.

Assessment:

Ongoing formative assessment shapes teacher's lesson planning and provides feedback to individual children.

EYFS half termly word reading, comprehension, writing and fine motor skills summative assessment recorded using Target Tracker.

KS1 / KS2 half termly reading and writing summative assessment recorded using Target Tracker Assessment tool.

EYFS and KS1 half termly RWI assessments.

KS2 half termly STAR reader assessments.

Termly moderation take place, to quality assure judgements made. These are either in-house, or as part of a cluster of local schools. Local Authority moderation events are attended.