



ENGLISH CURRICULUM INTENT, IMPLEMENTATION & IMPACT

CURRICULUM INTENT

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:

Are kind and loving citizens	Are courageous, resilient learners	Aspire to be the best they can be	Are numerate and literate	Can express their thoughts and communicate effectively
Use what they learn to make a positive difference	Have a strong sense of their place in the world	Respect and care for the natural environment	Develop a sense of self-worth	Acquire appropriate knowledge and skills




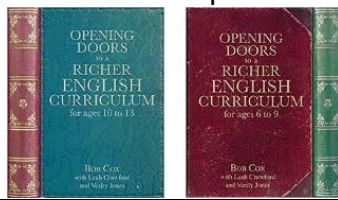








ENGLISH CURRICULUM INTENT

It is our intention that all children will experience a high-quality English curriculum based on a wide range of rich and engaging texts, so that they become children who:

read for pleasure and information, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about the texts that they read.	develop culturally, emotionally, intellectually, socially and spiritually through carefully chosen texts and other stimuli.	acquire a wide ranging vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally.	have a secure understanding of grammar conventions and spelling patterns.	write with accuracy, coherence and enthusiasm for a variety of purposes and audiences, developing their own authorial voice.
are habitual readers, who read fluently, accurately and with good understanding of the texts that they read.	use their English skills, knowledge and understanding to access, enjoy and understand the wider curriculum.	use discussion and debate in order to learn; convey their ideas with clarity, confidence and respect, ask questions and respond to others contributions thoughtfully.	gain inspiration from the world around them and use their English skills to engage purposefully with the local, wider and global community.	take pride in the presentation of their work, carefully considering the effect of their writing on the reader as they craft and improve their work.

ENGLISH CURRICULUM IMPLEMENTATION

We design our English curriculum so that it reflects our individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our English curriculum intent.

Learning will be planned and delivered through:	English Vision Statements which outlines the English intent, implementation and impact and identify our chosen approaches and resources	English Overview which identifies when planned units of work should be taught across the school	A Progression of Skills document for English, identifying key knowledge and skills in a carefully planned sequence	Medium Term Plans with well-sequenced learning journeys carefully matched to clear learning objectives	Rich, memorable learning experiences with engaging hooks, carefully planned enrichment and purposeful outcomes	Quality First Teaching (QFT) with appropriate challenge and support
Learning will be organised through:	Early Years Foundation Stage (EYFS)					
	Personal, Social and Emotional Development		Communication and Language		Physical Development	Literacy
	National Curriculum (Years 1 to 6)					
	Word Reading	Reading Comprehension	Writing - Transcription	Writing – Composition	Writing – Vocabulary, Grammar and Punctuation	
School specific components reflect the context of our school:	  		Bob Cox Greater Depth resources 		Trailblazer/English outdoors: 	
	   			  		
ENGLISH CURRICULUM IMPACT						
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes as outlined in our English curriculum intent. These include:						
Reception Baseline Assessment and EYFS outcomes	Year 1 Phonics screening	End of key stage 1 results	End of Key stage 2 results	Little Wandle phonics assessments	External validation and inspection reports	PIRA Reading test results
Observations of children in various aspect of school life	Governor monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Book Looks	Pupil Conferencing	Other anecdotal evidence

