

## English Intent 2022-2023

### Intent

#### Reading and Phonics

At The Horsell Village School we aim to teach, enable and encourage children to become fluent, independent and analytical readers who are enthralled by books.

We recognise the importance of nurturing a culture where children develop secure foundations in phonics using a systematic synthetic phonics scheme, as well as fostering a culture of reading for pleasure and to acquire information through a wide variety of stories, poems, rhymes and non-fiction books.

We want to inspire children to be confident in the art of speaking and listening and use discussion and role play to communicate and further their learning and language development. Building solid foundations in all literacy skills is crucial to a high-quality education and will give our children the tools they need in their next steps of their education and to participate fully as a responsible member of society.

These aims are embedded across our English lessons and the wider curriculum. Our well organised English curriculum provides many purposeful opportunities for reading and the development of children's vocabulary and language comprehension. Teachers adapt planning as appropriate to their class and make cross curricular links where appropriate. In Key Stage 1, our curriculum closely follows the aims of the National Curriculum for English 2014 and Spoken Language which underpins the development of reading and writing. In Early Years, our curriculum meets the statutory framework

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. 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
- 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.

## Writing

- To continue to inspire writing through the use of high-quality texts illustrations and Art.
- To inspire writing through picture books "Power of Pictures" and ensure purpose for writing.
- To teach children specific vocabulary using modelling, shared writing opportunities and feedback, enabling them to make appropriate and creative word choices. (link to Word Aware)
- To utilize cross – curricular opportunities e.g. writing an evaluation of a DT project in the English session.
- To use fun word related activities es to increase children's love and enjoyment of words and sentence structures.

To use a range of genre to keep creativity of curriculum, using cross – curricular opportunities for writing where appropriate e.g. Geography / History learning through listening to and writing stories.

## Implementation

### Reading

- Children will hear, share and discuss a wide range of high-quality books to develop their love of reading, broaden their vocabulary and develop their understanding of a range of experiences.
- We believe that it is important for children to hear and discuss stories, poetry and non-fiction at a level beyond that at which they can read independently in order to develop pleasure in reading, increase their vocabulary and awareness of grammar, and develop skills of inference.
- Our Word Aware approach benefits the children by they are taught pre planned vocabulary through a multi - sensory approach.
- Our Reception children develop their reading skills through individual and shared reading in groups.
- All children build fluency through reciting and performing poetry using 'The Poetry Basket'.
- Guided Reading lessons take place in Year 1 and Year 2 and support children with their reading fluency and the acquisition of reading comprehension.
- Reading targets are aligned to children's home reading book band to support their further reading development.
- Parents are asked to record their child's progress against the targets in their child's Reading Diary for home/school communication.
- Children take home a reading book every day and are able to choose from a wide variety of engaging texts. At the early stage of reading these books will be phonically decodable.
- Children visit the library weekly to be able to choose a book that interests them.
- Our Reading Buddy scheme means that all children have opportunities to read multiple times throughout the week.
- Intervention for children making slower progress (Rapid Readers) and Catch up groups

- Parent meetings and workshops in teaching reading, phonics and Word Aware to support parents in knowing how to help their children at home.
- Effective assessment and tracking to ensure reading book is an appropriate level of challenge.
- We supplement our reading scheme with Bug Club and Collins Big Cat online which are whole-school reading programmes.

### Phonics

We place a high importance on developing children's phonics skills and use the highly successful and structured Bug Club scheme to support this. We recognise that the children need more time to apply what they have learnt in their blending during phase 4 where we use Phonics Play to supplement Phonics Bug.

Reception children are taught Phonics from the beginning of the year and ongoing assessment across all year groups ensures that children are supported at all stages.

Our Phonics Lead team teaches to support and develop skills across groups including new staff and TA's.

In order to support the development of all staff, termly training is delivered by the phonics lead.

### Writing

Staff training on sentence stacking, language gathering and using and up levelling vocabulary (based on Jane Considine's Write Stuff)

Using working walls effectively to show topic related vocabulary used in context, sentence modelling and children's ideas. Walls to reflect the writing process e.g. language gathering, drafting, story mapping, group work through to final piece.

Regular monitoring of writing and writing opportunities through learning walks, drop ins and pupil conferencing.

Using cross – curricular opportunities - link to foundation subjects.

Using word games, sentence games and spelling games to encourage love of words and language.