



English Curriculum Intent, Implementation and Impact Overview

At Beverley St Nicholas Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and develop a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and are able to adapt their language and style for a range of contexts, purposes and audiences. We want pupils to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying their knowledge of spelling rules and patterns. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to identify their own areas for improvement. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary 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 member of society.

We have identified the key intentions that drive our English Curriculum. At Beverley St Nicholas our English curriculum intentions are:

Intent	Research Link	Implementation	Impact
Intention 1: To build an English curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more. To design a curriculum with appropriate	National Curriculum School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age related knowledge and skills	<ul style="list-style-type: none"> English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum. English is planned for following the scheme RWI 	Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment of from their starting point in EYFS.

<p>subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum to help them reach and exceed their potential at Beverley St Nicholas School and beyond.</p>		<p>Literacy and Language scheme of work. This has built progression including revisiting and practising skills previously learnt. It is also supplemented by high-quality selected texts which also form additional Units of work.</p> <ul style="list-style-type: none"> • Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary 	<p>Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.</p>
<p>Intention 2: To build a curriculum which develops a love of reading to help pupils know more, remember more and understand more. To design a curriculum which has reading at its core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows</p>	<p>Education Endowment Fund research indicates that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>School - phonics outcomes improved significantly when the systematic teaching of whole class</p>	<p>Phonics</p> <ul style="list-style-type: none"> • The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and those in Year 2 who have not passed phonics screening in Year 1. • Staff systematically teach learners the relationship 	<p>Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment of from their starting point in EYFS.</p> <p>Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more.</p>

<p>them to discover new knowledge, revisit prior knowledge and understand more about what they learn, fuelling their imagination for ideas to use in their own work.</p>	<p>teaching of phonics was introduced.</p> <p>Education Endowment Fund research indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>Education Endowment Fund research indicates Reading comprehension can be improved by teaching specific strategies that pupils can apply both to monitor and overcome barriers to comprehension. These include: prediction; questioning; clarifying; summarising; inference; and activating prior knowledge.</p>	<p>between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in small groups based on the stage the child is at. This is re-assessed every 6 weeks.</p> <ul style="list-style-type: none"> • Intervention is planned for those children who are working below expected levels. progress. • Pupils will be given Reading books which closely match the phase of phonics that they are currently working within. <p>Reading</p> <p>Reading forms the core of our curriculum. All children read and are read to so that they develop a love of Reading. Books are selected by teachers with the knowledge of how they link to other areas of the curriculum.</p> <ul style="list-style-type: none"> • Reading Scheme - The school uses RWI books closely linked to their phonic knowledge. 	
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		<p>books, a familiar read and a new read.</p> <ul style="list-style-type: none">• Class Reading - all children from Year 2 who are off the RWI reading scheme take part in class reading instruction where teachers model and explicitly teach reading skills to teach a range of skills and techniques which enable children to comprehend the meaning of what they read and develop their understanding of the vocabulary used by authors.• Library - All children visit the school library each week and choose a book to read at home for pleasure.• MyBook Blog - All children who have completed the RWI scheme have access to myBookBlog both at home in school. This recommends text to a child and children are able to widen their background knowledge of a text, blog about the book, complete	
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		comprehension and vocabulary quizzes.	
<p>Intention 3: To provide opportunities across all curricular areas for the development and application of Speaking, Listening and Writing skills to help all pupils know more, remember more and understand more. To design a wider curriculum that provides regular opportunities for pupils to use and apply the writing and spoken language skills they have acquired from the English Curriculum.</p>	<p>Education Endowment Fund research indicates that all pupils benefit from oral language interventions, and some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). School baseline upon entry data indicates that a significant number of children enter Lower Foundation Stage with speaking and listening skills that are below chronological expectations.</p> <p>Education Endowment Fund research indicates that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient.</p>	<p>Language</p> <ul style="list-style-type: none"> • The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum. • The development of speech and language is identified as one of the most important parts of our school's early year's curriculum. • The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas. • The promotion and implementation of tiered language across the curriculum provides the tools for children to make links across the subjects so that they know more, remember more and understand more. • Pupils are given a wide range of opportunities to 	<p>Children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory assessment point or their starting point in EYFS.</p>

		<p>use and develop their Speaking and Listening skills to help them with the writing process across all areas of the curriculum.</p> <ul style="list-style-type: none">• All Children write daily.• Teachers plans writing linked to quality reading texts through the planned progression in the Literacy and Language Scheme of Work to ensure the coverage of key objectives in grammar which build competency.• Opportunities for children to apply their writing are planned and linked to the wider curriculum• Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by the teacher and also through self and peer assessment.• Pupils from Year 2 upwards are taught weekly RWI Spelling sessions where key spelling rules and patterns are explored and effective strategies for	
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		learning, remembering, understanding and applying are taught.	
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