



## English Statement of Intent 2021-2022

### Intent

At Thurston CE Primary Academy we aim to offer a high quality English education that will enable children to develop a love of reading and writing and oracy skills that will benefit them for the rest of their lives. We recognise the importance of nurturing a culture where children are encouraged to read widely and often, develop their vocabulary and take pride in their writing.

By the time children leave Thurston CE Primary Academy, they will be fluent and enthusiastic readers with a love of reading, confident and creative writers, clear and concise speakers and interested and respectful listeners who enjoy showcasing their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

We believe that a secure base in literacy skills is crucial to high quality education and will give children the tools they need to succeed across the curriculum.

Thurston CE Primary Academy aspires to provide excellent opportunities for English to ensure that all children:

- 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
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- 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, making formal presentations, demonstrating to others and participating in debate.

### Implementation

These aims are taught daily within our English lessons and also weave into other subjects throughout the curriculum. We are developing a thorough and well organised English curriculum to provide many purposeful opportunities for reading, writing and discussion.

### Writing

In our writing curriculum our teachers have autonomy of planning and teaching while ensuring depth, breadth and excellence in the diet for every pupil.

In Writing, we follow a nine stage sequence for planning and teaching:

1. Identify the context, purpose and audience
2. Immerse pupils in quality models
3. Unpick key conventions and 'magpie' good ideas
4. Create a clear outline of the structure
5. Insert your own content
6. Internalise your text and its components
7. Record your writing, reading it aloud regularly
8. Edit your writing
9. Evaluate your writing against its intended purpose

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These steps may not always be linear (for example step 6, internalise text, will often happen along side other steps) and the amount of time spent on each step will vary according to text focus and age group of children.

We place a high importance on the role of quality model texts and modelling writing for children. When teaching writing we use the format of 'My Turn' (Demonstration), 'Our Turn' (Joint Composition), 'Your Turn' (Independent or guided writing).

**My Turn** will involve looking at quality models of the expected writing task.

**Our Turn** is where teachers work with children to model the expected task.

**Your Turn** is when children work independently (or with support when appropriate) to complete the writing task.

The language used and the presentation of this will vary depending on the individual teaching style and age of children.

The long-term plan for writing is designed to allow the children to experience a wide range of quality texts and text types. Within writing children in each year group will be exposed to eight to ten different text types throughout the year. These text types will be revisited again during the year and at another time within their school journey to enable the children to experience a depth of learning.

Where appropriate, links to the wider curriculum are made and are a focus of writing outcomes. Model texts are provided to scaffold learning and set expectations.

In Key Stage One explicit writing lessons take place for 1 hour three times a week. In Key Stage Two explicit writing lessons take place for 1 hour four times a week. Writing will also be taught within other lessons, such as science or humanities, where appropriate.

Each writing lesson will start with a SPAG warm up, this may be linked to the learning for that day or review previous learning. See SPAG section below for further details.

### **Reading**

At Key Stage One explicit reading lessons take place 1 hour twice a week, alongside 40 minutes daily of Phonics (see below). All reading lessons start by pre-teaching some vocabulary which pupils may come across within the lesson. Lessons include the opportunity for children to read aloud to promote fluency using either echo reading, choral reading or paired reading. Reading lessons will, where appropriate, link to the wider learning within writing lessons and other curriculum areas and will ensure children have the opportunity to develop skills in the following:

- Decoding
- Vocabulary development
- Fluency
- Summarising
- Retrieving
- Inference
- Prediction
- Comparison (KS2)
- Meaning as a whole (KS2)
- Authorial intent (KS2)

Teacher may choose to support the planning of their reading lessons through the use of resources such as Ashley Booth and Comprehension Ninja. Within the teaching of comprehension skills, we ensure children are regularly exposed to following different question types:

Extended Response  
Multiple Choice  
Tabulated

Short Constructed  
Number/Match  
Order/Label

Find and Copy

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Alongside our explicit teaching of reading we also promote reading for pleasure through teacher lead reading for 20 minutes a day, book talk and library visits. Classes also provide opportunities for independent reading during the school day, such as during the register time. More detail on Reading for Pleasure is found in the RfP implementation plan. We are developing a suite of core texts that will form the depth study for the academic year for each year group. These texts will be mapped carefully to ensure a breadth of experiences, authors, texts and themes are addressed across the Primary years.

### **Vocabulary**

We recognise the importance of children being exposed to a rich and varied range of vocabulary across all subjects, including tier two and three words. Children are exposed to tier two vocabulary rich texts daily through teacher led reading and both our reading and writing lessons include a vocabulary focus. Key vocabulary is pre-taught before reading as well as explored within lessons. We teach explicit new vocabulary at least once per week with opportunities to embed the words and use them in context an explicit part of the teaching. We aim to develop our teaching of reading over the coming year through staff CPD and analysing timetables for opportunities to include vocabulary teaching.

### **SPAG**

Within Year 1 and the first half term of Year 2, spelling will be taught in line with our phonics curriculum, see below.

From Year 2-6 spelling is based upon the 2014 National Curriculum framework, supported by the No Nonsense Spelling Scheme. Each term is started with a spelling test based on NC year group words. The results of these tests inform the teaching of spelling for the remainder of that term.

All writing lessons start with a SPAG focus, this may be a stand alone revision or teaching of new skills or may be linked to the writing lesson where the SPAG skills will be embedded. Classes may also use SPAG revision activities as independent work at the beginning of school day, during the register time. Some children may receive additional SPAG teaching/support through interventions.

### **Handwriting**

Our handwriting is taught using the Penpals handwriting scheme. Children should be taught to join within Year 2, with the aim of entering Year 3 able to join their writing accurately and consistently. Modelling and promotion of handwriting should take place in all written work in every subject. Explicit handwriting teaching in Key Stage One and lower Key Stage Two takes place for 10 minutes at least twice per week. In Upper Key Stage Two any need for explicit handwriting teaching takes place through interventions.

### **Phonics**

Our phonics sessions allow further opportunities for both reading and writing. All phonics in EYFS and KS1 is taught following the Systematic Synthetic Phonics scheme, Little Wandle Revised Letters and Sounds. This provides guidance and structure for the delivery of high quality phonics sessions.

Phonics is taught daily for 30 minutes plus 10 minutes reading of fully decodable texts matched to the phase.

In phonics, the planning follows the process of:

- Revisit and Review – identify gaps in learning and revisit phonemes or graphemes previously taught.
- Teach – Introduce new phoneme/grapheme or spelling pattern
- Practise – Children to practise the newly taught skill.
- Apply – Children to apply newly learnt knowledge in context.

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Children will progress through Phase 1-4 within the Early Years Foundation Stage. In Year 1 children will consolidate phase 4 and complete phase 5 in order for them to be able to choose the appropriate graphemes to represent phonemes and begin to build word-specific knowledge of the spellings of words. Within Year 2 children will progress through the final stage, stage 6, through the No Nonsense Spelling Scheme. This progression will ensure that children become fluent readers and increasingly accurate spellers. Children with additional needs will be supported by phonics keep up sessions, pre and post teaching and other relevant strategies e.g precision teaching, toe by toe, dancing bears, flash cards etc

### **Oracy**

Our staff understand that oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language and developing listening skills. Our oracy teaching reflects the National Curriculum focus on the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. We aim to elevate the quality of discussion in our classrooms through providing a language rich environment, modelling speaking and listening skills, focusing on the importance of increasing vocabulary, providing sentence stems, teaching how listening is a key part of oracy skills and the importance of respecting others ideas.

### **Impact**

The impact on our children is clear progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children will become 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.

Assessment for writing will be completed at least four per term in each year group. This will be through children producing an independent piece of writing which will be marked against the National Curriculum expectations for the relevant year group. These expectations are listed on the year group marking ladder which should be attached to the back of each child's writing book.

Spelling assessments take place once per term testing the NC expected year group spellings at the beginning of each term.

Reading is assessed using the PIRA tests from Years 2-6 each term, alongside national SATs assessments in Years 2 and 6.

These assessments ensure children are achieving the intended learning outcomes and allow teachers to adapt planning to meet the needs of their children.

Subject leaders will lead pupil perception interviews, undertake book scrutiny and learning walks inline with the monitoring timetable. Subject Leaders and SLT will also complete data analysis of assessments to monitor progress and identify next steps with the English curriculum.

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