



## **Intent**

### *Principles and Philosophy*

At Cromwell Academy we believe that English is a significant life skill and that the development of strong learning foundations will enable our children to listen, speak, read and write confidently throughout their school career and on into adult life. We believe that it is important to provide children with learning opportunities that engage their interests and extend their knowledge within the different strands of English in a broad, cross-curricular and real-life sense, at all stages throughout the school.

### *Aims and Objectives*

At Cromwell Academy, we endeavour to deliver a rich and varied English Curriculum, in line with national expectations. We aim to develop confident, fluent and enthusiastic readers and writers by the time they leave Primary School.

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of literacy across the curriculum, with opportunities to consolidate and reinforce taught knowledge and skills. We aim to provide a multi-sensory and differentiated English education, which fulfils the requirements of the 2014 National Curriculum and Early Years and Foundation Stage Curriculum whilst meeting the needs of every child.

### *Curriculum Sequence*

The English curriculum is sequenced to ensure that all new learning builds on the learning that came before. This is the case within each individual lesson, across each unit of work, across the yearly planning and the whole school mapping. This careful and considered sequencing features in the selection of key texts; the teaching of phonics knowledge and skills; reading comprehension expectations; banded and progressive reading schemes; grammar, punctuation and spelling knowledge and skills; reading and writing genres/text types coverage.

Further examples of the curriculum sequence can be found in the expectation documents for Reading and Writing.

## **Implementation**

We have a rigorous and well organised English curriculum and framework, that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children.

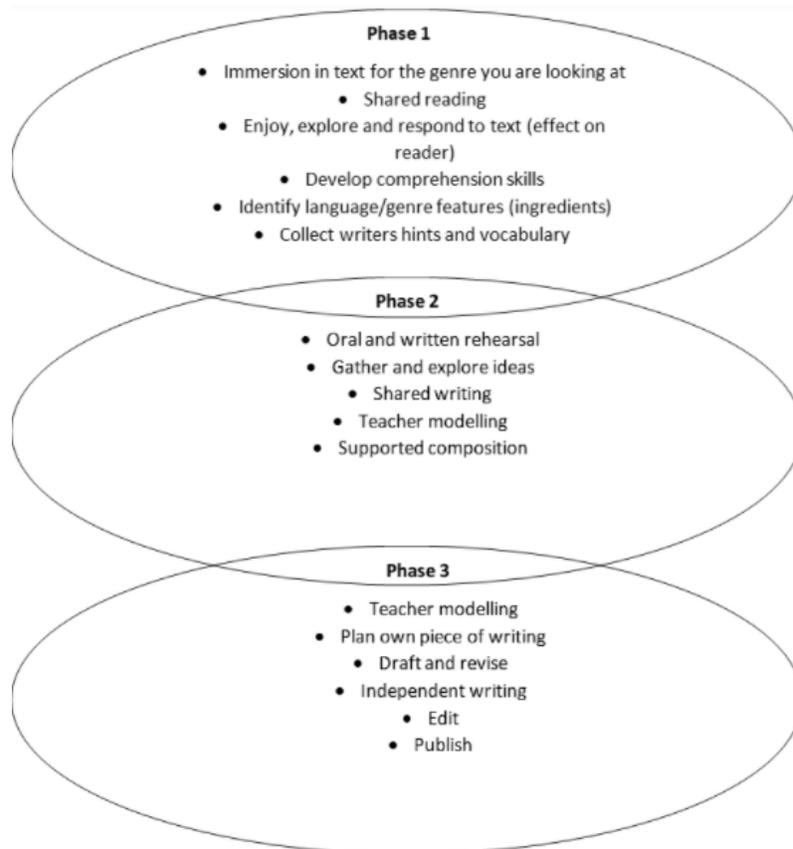
Writing is delivered in a cross-curricular manner linking quality, key texts to our termly topics, where possible and appropriate. This work takes place alongside regular skills sessions which focus on handwriting, spelling and phonics, as well as Grammar, Punctuation and Spelling (GPS); these are also taught for a purpose throughout writing and reading lessons. There are regular opportunities to produce extended pieces of creative writing throughout the curriculum and to edit and improve their own work.

English knowledge and skills are delivered through a phased approach which enables pupils to be immersed in a quality key text and use this as a facilitator of quality writing and supports in the development of essential oracy skills.

**Phase 1** focuses on text immersion with a large emphasis on reading, responding and retelling, as well as identifying key text features.

**Phase 2** provides opportunities to rehearse key skills and features of writing using a combination of modelled, shared and independent writing approaches.

**Phase 3** enables pupils to compose, construct, edit and publish their own writing in response to the prior learning.



We have clear expectations of our learning environments throughout the school, for example, current phonics will be displayed, working walls will be used and interactive. These will include; who the audience is, the purpose of the genre and how the impact of the writing effects the reader.

We encourage parental engagement through ensuring they are regularly informed about what we are offering in school and how they can help at home alongside a writing and Phonics workshop.

Children are expected to ensure their learning is presented neatly across all areas of the curriculum.

## Impact

Through our chosen approach every child should:

- appreciate the value of focused listening in both teaching and social situations.
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment to support learning in all areas of the curriculum and wider life.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- encourage all children to feel confident enough to explore and articulate their thoughts, feelings and emotions.
- have a suitable technical vocabulary to articulate their responses.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- develop powers of imagination, inventiveness and critical awareness.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

We emphasise the use of formative teacher assessment to form judgements about pupils' English skills and knowledge.

Teachers apply the following strategies to gauge pupil responses to learning.

- *Live marking*- reviewing pupils' responses during the course of the lesson, providing verbal or written feedback to support next steps, giving opportunities for pupils to edit and extend their understanding either individually or as part of a guided group. This process is carried out by both teachers and teaching assistants.
- *Distance marking*- following the lesson, teachers review the pupil outcomes and follow a process of distance marking. They identify which pupils require further support or challenge and group them accordingly.
- *Pro Pod support*- pupils identified as needing individualised support to extend their learning may visit the Pro Pod in the afternoon to receive a short burst of teaching from a teaching assistant.
- *Planning*- distance marking informs subsequent teaching: whole-class implications, guided group work, pitch of work and challenge.

## *Reporting and Measuring Impact*

Target tracker is used to input information from summative and formative assessments.

Termly pupil progress meetings provide opportunities to discuss individuals and groups of pupils and monitor progress.

Regular monitoring carried out by SLT to determine the impact of teaching and learning approaches on pupils' English skills.

We use the following summative assessment to support teacher assessments:

- A termly assessment piece of writing
- Year group Teaching Assessment Frameworks
- Internal and external moderation