



English

Intent, Implementation and Impact

Intent

At St John's CE Primary School we believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. One of our priorities is helping children read and develop their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want children to think critically about their own work as well as their peers, as well as published works. We aim to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate their feelings 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.

Implementation

- These aims are embedded across our English lessons and the wider curriculum. 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. These texts are reviewed regularly to help engage our children and tailor the curriculum to their interests. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.
- We aim 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
 - 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.
- At St John's we have an excellent 'buddy' scheme which includes children reading to a buddy, or hearing fiction and non-fiction texts read to them by older children.

- At St John's CE Primary School, we identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups and are fortunate to have parents and governors who come in regularly to hear children read. Most children on the SEND register have reading and comprehension as one of their targets. Teachers plan and teach English lessons which are differentiated to the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.
- We run parent information sessions on phonics for Year R and Year 1 parents, reading and SATs for Year 2 parents and a SATs meeting for Year 6 parents so that they understand age-related expectations. These sessions are always very well attended by parents and carers who often comment about how helpful the sessions have been for them.
- Marking is rigorous in English and across the curriculum, with regular 'Response Times' and spelling corrections to help children correct and consolidate their work. Regular English book scrutinies are carried out to check all teachers are following our marking policy rigorously.
- Phonics is taught to all pupils in KS1 and reinforced with some pupils in KS2 (when necessary) ensuring that the skills they learn are applied in reading and writing
- We love to celebrate success of all learners and strive to help all children achieve their goals. Reading is celebrated in classrooms and around school at St John's, where our bright and colourful displays celebrate children's writing, their favourite books and reading reward schemes. In addition, throughout the school year our literacy curriculum is enhanced through World Book Day, an inter-house spelling competition (KS2), 100 words story competition, summer reading challenge, parent and governor 1:1 reading and a range of trips and visits which enrich and complement children's learning. Every classroom has a reading area and children are encouraged to read regularly at home.

Impact

- The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of writing being well established and taught thoroughly in both key stages, children are becoming 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. Phonics is taught to all pupils in KS 1 and reinforced with some pupils in KS2 (when necessary) ensuring that the skills they learn are applied in reading and writing
- Termly assessment is showing that most children at St John's CE Primary School are achieving in Literacy at age-related expectations. Each year we have children achieving at a greater depth in reading and writing and are working hard to emulate that at the end of KS2 all pupils have achieved their best in reading and writing.
- As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.
- We hope that as children move on from St John's to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

Whole School English Overview

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Peace at Last All are Welcome Here	Dogger Christmas Stories and poems	The Everywhere Bear Chinese New Year	Sing to the Moon Easter Stories	The Runaway Pea	Cyril the Lonely Cloud
	Twinkl Phonics - Level 2 Fiction Sound Walks Alliteration and rhyme Initials	Twinkl Phonics - Level 2 Rhyming strings Poetry Traditional Tales	Twinkl Phonics - Level 3 Segmenting and blending to read and write words	Twinkl Phonics - Level 3 Rhymes Poetry Alphabet songs	Twinkl Phonics - Level 3 Fiction Using oral rehearsal Using a capital letter and full stop	Twinkl Phonics - Level 4 Non-fiction Story Maps Reading and checking their own writing to ensure it makes sense
1	Perfectly Norman The Invisible	The Naughty Bus	Cinderella Snow White Three Billy Goats Gruff	Lila and the Secret Rain Weather poems	The Extraordinary Gardener	Lighthouse Keeper's Stories
	Fiction: Sentence structure Capital letters and full stops Captioning pictures Diary entries	Adjectives Letters Fiction: writing narratives	Fiction: Traditional Tales Invitations	Non-fiction: Informal texts Fact files Weather reports Letter writing Poetry: Rhyming couplets	Fiction: Instructions Poetry: Acrostic	Non-fiction: Recounts Instructions Poetry: sense poems Fiction: Narratives from a point of view
2	The Snail and the Whale	Traction Man	The Princess and the Bear King	The Hunter Grace and Family	Jack and the Incredibly Meanstalk	The Magic Finger Revolting Rhymes
	Fiction: Traditional stories including alternatives Non-fiction: Recounts	Non-fiction : Non chronological report Poetry: Performance Descriptive poems	Fiction: Stories with familiar settings Non-fiction: Author study Instructions	Non-fiction: Instructions Explanations Poetry: Alliteration	Fiction: Alternative Traditional Tales Non-fiction: Persuasive writing Diary entries	Poetry: Shape poems Poems on a theme Performance Poetry

3	Stone Age Boy How to Wash a Woolly Mammoth Ug: Boy Genius	The Iron Man Billy and the Minpins The Twits	Escape from Pompeii Ancient Romans	Roman myths and legends Michael Rosen Poetry	The Great Kapok Tree	The Tin Forest Encyclopaedia of animals
	Fiction: Comic strip book Narrative Non-fiction: Instructions	Fiction: Playscripts Diary entries Newspaper reports Poetry: Shape poems Calligrams	Fiction: Historical settings Non-fiction: Diary and Letters	Fiction: Character descriptions Myths Non-fiction: Reports Poetry: Performance poetry	Fiction: Stories with familiar settings Persuasive writing letters Non-fiction: Information texts	Non-fiction: Information texts Fact files
4	Secrets of a Sun King	Secrets of a Sun King The Egyptian Echo	Poetry – Michael Rosen, Alan Ahlberg, Benjamin Zephaniah	The Lion, the Witch and the Wardrobe	The Lion the Witch and the Wardrobe	Beowulf
	Non-fiction: Diary entries	Fiction: Letters and diary entries Using dialogue Non-fiction: Newspaper reports Instruction writing	Poetry: Performance poetry Kennings	Fiction: Playscripts Formal letter writing Non-fiction: Persuasive writing	Fiction: Fantasy stories Non-fiction: Non-chronological reports	Fiction: Stories from other cultures Non-fiction: Recounts
5	Cosmic	Kensuke's Kingdom	The Spider and the Fly	The Nowhere Emporium	Stormbreaker	How to Train Your Dragon
	Fiction: Non-fiction: Persuasive texts Poetry: Choral speaking	Fiction: Significant authors Non-fiction: Poetry: Classic poems	Fiction: Non-fiction: Poetry: Narrative poetry	Fiction: Stories from other cultures Non-fiction: Instructions Explanation Texts	Fiction: Narrative Diary Entries	Fiction: Instructions Playscripts Film and narrative comparison Non-fiction: Letters

6	Letters from the Lighthouse	Cosmic Disco Skellig	Holes	Who Let the Gods Out? Greek Myths	Shackleton's Journey Alma	Wonder The Final Year
	Fiction: Recounts Diary entries Letters Non-fiction: Non-chronological reports Balanced arguments	Poetry: Imagery through poetry Performance Poetry Fiction: Character Descriptions Letters Diary entries	Fiction: Persuasive writing Diary entries Newspaper Reports Non-fiction: Non-chronological reports	Fiction: Narrative Myths and legends Non-fiction: formal/informal genres	Non-fiction: Newspaper reports Information texts Fiction: Writing in role Diary entries Formal Letter Writing Speech writing Narrative	Poetry: Expressing a voice in poetry Fiction: Playscripts