



Statement of Intent for English at Hogarth Primary School

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Intent

At Hogarth Primary School, our aim is to increase children's confidence, enjoyment and ability in reading, writing and communication. We believe that pupils in our school should become confident readers, speakers, listeners and writers through a broad and balanced curriculum, appropriate to their needs.

We use quality texts across the school to promote high standards of language and literacy, which provide children with a strong understanding of the spoken and written word. In addition to this, we ensure that our curriculum is well-sequenced and builds upon knowledge and skills gained as children progress through the school.

We aim to ensure that all pupils can read fluently and that pupils can apply comprehension skills to a range of different text types. It is our intention that pupils at this school will develop the habit of reading widely and often, for both pleasure and information. We want for all children to acquire a wide vocabulary and understanding of grammar for reading, writing and spoken language.

We promote a love of reading and writing whereby children want to read and write independently with enjoyment. We strive for our children to develop a passion for English to aid them in later life and to enable them to become lifelong learners.

Through good quality teaching of English, children will be able to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences.

We aim to develop children's knowledge, skills and understanding in English through whole-class reading or writing activities, whole-class focused spelling, punctuation and grammar activities, guided, group or independent activities.

Implementation

Reading

It is our belief that reading is the most essential skill our pupils will develop during their time at primary school. Because of the value we place on reading, we work hard to create an atmosphere that promotes a love of reading and we do this through exposing pupils to a variety of rich texts. For this reason, the reading and writing curriculum that we have implemented uses high-quality texts to progress children through the key reading and writing skills as they move through the school.

Reading and writing are taught daily using Literacy Tree. Both reading and writing are based upon high-quality texts that allow the children to practise becoming active readers by learning the skills of predicting what will happen next in a story; activating prior knowledge and using their background knowledge; being able to visualise the story in their head; summarising the main points in a story; making links to other stories and other reading they have done; retrieve details from what they have read; use deduction skills to be able to infer; work out the meaning of unknown words and vocabulary; discussing author's language and word choice and using these skills to show overall understanding of what they have read.

Writing

At Hogarth Primary School, we want to enable our pupils to write with confidence, coherence and accuracy for a variety of purposes and audiences. We aim for all children to enjoy and recognise the value of writing. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly whilst using a neat handwriting style. Our writing curriculum has been built on a clear progression of skills to ensure that children's writing develops as they progress through the school.

Children are encouraged to be independent writers from a young age and draw upon their personal and reading experiences within their writing. At our school, we promote children to view themselves as an author by critically engaging and discussing a breadth of rich texts. We aim to ensure that we 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.

In EYFS, KS1 and KS2, we have implemented the Literacy Tree, which maps out a long-term curriculum based upon a range of texts and writing genres. The Scheme is used across the school ensuring a progression of skills and consistency of teaching. During our writing lessons, teaching is based around a high-quality reading text and a writing genre from the long-term map. Lessons are clearly structured to allow children to develop essential knowledge and skills. Children are taught specific skills to create a piece of writing over a unit of work.

Impact

Through our high-quality teaching of English, we aspire for all children to reach age-related expectations or above by the end of each year group.

In each lesson, teachers assess pupils understanding through marking and feedback and verbal communication. Teachers then assess if pupils have met the lesson objective and then act appropriately through small group catch up, 1:1 support or an additional lesson on a skill.

Assessment of children's learning in English is a triangulation of ongoing monitoring which consists of book looks, learning walks and pupil voice surveys. This information is used to inform, differentiate and support planning to ensure pupils understanding, knowledge and skills are taught effectively. Summative assessment is also used as a way to track progress and inform next steps of learning.

In the long term, children should show that they enjoy reading and writing across a range of genres and evidence that they enjoy writing for a variety of purposes across the curriculum.