



## DUNTON AND WRESTLINGWORTH SCHOOLS FEDERATION ENGLISH INTENT, IMPLEMENT AND IMPACT STATEMENTS



### INTENT

At Dunton and Wrestlingworth Federation, 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 Dunton and Wrestlingworth Federation, our intent for English is to provide a high-quality curriculum that equips our pupils with the necessary skills to become confident and articulate communicators, avid readers, and proficient writers. We aim to foster a love for English, ensuring that all children leave our school with a solid foundation in reading, writing, speaking, and listening.

By being competent in the subject of English, children will be able to engage with the world through listening and reading and communicate creatively and imaginatively with the wider world through speaking and writing; we are preparing our children, our *small seeds*, to grow and develop into *the biggest trees*; *“The kingdom of heaven is like a mustard seed. A man plants the seed in his field. That seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants. It becomes a tree, big enough for the wild birds to come and make nests in its branches.” Matthew 13:31-32, International Children’s Bible.*

The underpinning belief of our English curriculum at Dunton and Wrestlingworth Federation is to meet the needs of all children within our school community; *whoever you are, you are welcome here.*

## IMPLEMENTATION

### Reading

*"The more that you read, the more things you will know.  
The more that you learn, the more places you'll go."*

Dr. Seuss

We endeavour to cultivate a passion and lifelong love of reading. Our aim is that children gain an extensive and rich vocabulary, essential reading skills and the motivation to read for study and pleasure. We work with parents to support children with their reading through: our half-termly Reading Cafés, the Reading Rainbow and by encouraging children to read with a variety of adults in school – we are privileged to have volunteer readers from our local community visit us weekly.

The significance of phonic knowledge for the teaching and learning of both reading and writing is important to us as a school. Phonics teaching begins in EYFS and continues throughout Year 1 and 2 in daily sessions. We use Pearson's Bug Club as our chosen and validated SSP (Systematic Synthetic Phonics) programme. The children are taught in groups and are assessed regularly; those who we identify as needing additional support with their phonics receive support in smaller groups or individually if required. We have a large amount of books matched to our phonics scheme progression which are used to support the teaching of phonics. Children in Reception and Year 1 are given a reading book that matches their phonic knowledge, containing the GPCs (Grapheme Phoneme Correspondences) that they have learnt. They read these books with adults in school and take these books home to read with their families. When children have been taught Phases 2, 3, 4 and 5 of the phonics scheme and are becoming fluent in their reading, they will be given a reading book from our coloured book bands.

In Year 3 and 4, children are provided with books reflecting their book band colour and we encourage children to become fluent readers with appropriate expression as well as having a good understanding of what they have read.

In all year groups, time is scheduled for teachers to read and share books to demonstrate the importance of reading for pleasure, as well as to model how to read with fluency, expression and passion. Texts are chosen in a variety of ways: they may link to significant dates in the calendar, recommended texts from children through pupil voice or sometimes even through democracy – a vote by the class to choose the next book.

Reading is taught through whole class or group guided reading activities. Teachers use a range of strategies including repeated reading, modelling and echo reading to develop children's fluency, accuracy, automaticity and prosody. Teachers teach comprehension skills through careful questioning and discussions about what is being read. Blank level questions are used to support Early Reading and SEND children with a focus on language development.

Children enjoy learning new vocabulary through the range of texts that they read. New vocabulary is added to a class Word Wall in Key Stage One and Key Stage Two classes- these may be topic words or interesting words that they encountered in their class read or guided reading. Each class also has a word of the week, introducing them to rich and varied vocabulary.

Children are passionate to use the library area or their class bookshelves to choose a Reading for Pleasure book to read at home alongside their phonetically matched book or their book reflecting their band colour. They have the opportunity to choose a Reading for Pleasure book every week.

We celebrate reading through whole school events such as World Book Day, through our half-termly Reading Cafés and Reading Rainbow.

## Writing

*My heart overflows with a goodly theme; I address my psalm to a King;  
my tongue is like the pen of a ready writer.*

*Psalm 45:1-7*

We ensure that children have the opportunity to write for a range of purposes and that they understand the audience for whom they are writing. Writing gives children a way to communicate with others: to share their thoughts, ideas, beliefs, emotions and express who they are.

In EYFS children are given the confidence to see themselves as writers through a range of mark making opportunities. Children learn the skill of writing in their phonics and handwriting sessions, but learn about the magic of writing through Continuous Provision and daily Drawing Club sessions.

At Dunton and Wrestlingworth Federation we use Pathways to Write across Key Stage One and Two, which uses high-quality texts to ensure engaging and purposeful English lessons are delivered to our budding young writers. The scheme provides flexibility to accommodate children in our school community; *whoever you are, you are welcome here*. Grammar and punctuation teaching is included discretely in order for children to use it accurately and purposefully in their writing tasks.

Writing units begin with a 'hook' session to intrigue and enthuse our young writers. From this, they are introduced to writing skills from their year group which they then practise apply the skills to their short and extended writing tasks, including character descriptions, poetry, dialogue between characters, fact files or diary entries in role. Throughout the sessions children are provided with opportunities to re-cap and apply previously taught skills. Many opportunities for widening children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

In EYFS and KS1 handwriting is taught alongside our phonics scheme. Children are taught the correct letter formation as they learn the GPCs in Reception. In KS1, correct letter formation is consolidated and letter joins are introduced when children are consistently forming letters correctly. In Key Stage 2 children refine their handwriting style. Neat handwriting is encouraged in all work.

## Speaking and Listening

We value the crucial role of speaking and listening skills in developing confident communicators in our school community. Opportunities for speaking and listening are embedded across the curriculum, including group discussions, debates, presentations and drama activities. Our Celebration Worship on a Friday also promotes the importance of speaking and listening; children have to present with confidence and pride in front of parents and the school community. At Dunton and Wrestlingworth Federation we encourage pupils to articulate their ideas, actively listen to others and respect different viewpoints, fostering positive classroom interactions.

## IMPACT

### Reading

- Children will develop a lifelong love of reading and will develop their vocabulary through an interest in words and their meanings.
- Children will develop both fluency and comprehension skills enabling them to access learning across the curriculum.
- During assessment weeks attainment in Reading and Phonics is measured using summative assessments.
- Attainment in Phonics is measured by the Phonics Screening Check at the end of Year One.
- Children's progress in EYFS is observed throughout the year. Children are assessed at the end of the year against the Early Learning Goals, as 'Emerging' or 'Expected'.
- We also use internal record keeping through the form of Insight.

### Writing

- Children will be able to express themselves using the written word.
- Children will be able to communicate with a range of audiences; adapting their writing to meet the needs of their readers.
- Children will develop their vocabulary through an interest in words and their meanings.
- Attainment in Writing is measured using statutory assessments at the end of Key Stage One and will also be used at the end of Key Stage Two when the Federation welcomes children in Year Six. These results are measured against the writing attainment of children nationally.
- Moving forward, we will use the end of KS2 Grammar, Punctuation and Spelling tests when our Federation has children in Year Six.
- Children's progress in EYFS is observed throughout the year. Children are assessed at the end of the year against the Early Learning Goals, as 'Emerging' or 'Expected'.
- Writing moderation workshops will be attended with our local schools.
- Each half term children complete independent writing which is marked against the appropriate TAFs the children are meeting (usually within their year group standards but those with additional needs are often marked against the standards of lower year groups).