



## English Intent Statement

**2021-2022**

At Helmshore Primary School we follow the National Curriculum (NC) in order that children are provided with an opportunity to experience a broad and balanced curriculum. We deliver the National Curriculum through the Lancashire Professional Development Services Curriculum support materials. These resources:

- Identify the key learning within each National Curriculum subject area to ensure effective progression across the primary phase resulting in a broad and balanced curriculum.
- Provide a yearlong progression in which key learning is mapped within and across themes.
- Include detailed themed units comprising main subjects, additional subjects and ongoing subjects for each half term across the year. Each theme contains the key learning addressed within the unit and ideas for how this can be delivered in a creative and engaging way, facilitating exciting and relevant learning across the curriculum.
- Reflect the principles underpinning an effective curriculum that is relevant and purposeful for the 21st Century.
- Provide a model to design and construct a bespoke curriculum to meet the needs of your children.

The vital strands woven through our curriculum include encouraging children to:

Be Curious	Be Knowledgeable	Be Adventurous	Be Ambitious	Be Creative	Be Collaborative	Be Reflective	Be Positive
<ul style="list-style-type: none"> <li>• Engage in first-hand experiences</li> <li>• Embrace experiences which are remarkable to the individual</li> <li>• Invoke a sense of awe and wonder</li> <li>• Develop an appreciation of and responsibility for the environment</li> <li>• Engage in multi-sensory learning</li> <li>• Experience contrasts (polluted/unspoilt, light/dark, urban/rural, loud/quiet)</li> <li>• Develop enquiry skills</li> <li>• Develop questioning skills</li> </ul>	<ul style="list-style-type: none"> <li>• Secure strong Literacy/Numeracy Skills</li> <li>• Develop subject specific language</li> <li>• Manage, receive, record and apply information</li> <li>• Nurture a thirst for knowledge</li> <li>• Apply cross-curricular skills</li> <li>• Develop information processing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Work within one's own comfort zone and outside it</li> <li>• Work in the real world with first-hand experiences</li> <li>• Work practically</li> <li>• Work on a large scale</li> <li>• Experience exhilaration, challenge and achievement</li> <li>• Develop problem-solving skills</li> </ul>	<ul style="list-style-type: none"> <li>• Develop responsibility for one's own learning</li> <li>• Link with experts</li> <li>• See possibilities</li> <li>• Strive for improvement</li> <li>• Seek opportunities</li> <li>• Develop an open outlook</li> <li>• Develop a 'Growth Mindset'</li> <li>• Develop attributes of learning</li> </ul>	<ul style="list-style-type: none"> <li>• Choose how to use free time</li> <li>• Developing hobbies and interests</li> <li>• Apply skills to new situations</li> <li>• Explore alternatives in problem solving situations</li> <li>• Question 'What if...?' 'Why not...?', etc.</li> <li>• Develop creative thinking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Work with others in an interactive learning process</li> <li>• Respect the opinions and differences of others</li> <li>• Value one's own perceptions and those of others</li> <li>• Challenging one's own perceptions and those of others</li> <li>• Work as a team</li> <li>• Develop empathy</li> <li>• Develop social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Make lifestyle choices in response to thoughts</li> <li>• Identify and use one's aptitudes and interests as a vehicle for learning</li> <li>• Move towards the understanding of a wide range of feelings (success/failure, apprehension, anticipation)</li> <li>• Develop awareness of individual strengths and areas of development</li> <li>• Develop reasoning skills</li> <li>• Develop evaluative skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to advice</li> <li>• Value pupil voice</li> <li>• Develop self-esteem</li> <li>• Be listened to</li> <li>• Manage one's own behaviour</li> <li>• Develop own opinions</li> <li>• Secure and articulate preferences</li> <li>• Consider one's place in the world</li> <li>• Foster intrinsic motivation</li> <li>• Develop relevant attributes of learning</li> </ul>

### Planning

At Helmshore Primary School, the Lancashire Support materials are used as the basis of our Unit of Work planning and personalised to meet the needs and interests of our pupils. Each unit of work follows the teaching sequence:

- Creating Interest
- Reading:
  - Reading and responding
  - Reading and analysing
- Gathering content
- Writing
- Presentation

The amount of time spent in any one phase is tailored to meet the needs of pupils. Each unit of work results in at least two extended written outcomes. This allows children several opportunities to practise and apply newly acquired skills in context.

### Non-negotiables for planning:

- All planning for English is completed on a weekly Literacy planning template, following the phases.
- Learning objectives for pupils, which are skill driven, are included on planning, with additional adults clearly identified.
- Planning is informed by ongoing teacher assessments and evaluations in order to meet the needs of pupils and to facilitate progress in every lesson.

### Documentation used to assist planning:

- Lancashire Support Material Unit Plans
- Talk Project resources
- Lancashire's Key Learning documents for Reading and Writing



### **Reading and Phonics Intent:**

At Helmshore Primary School, we use a synthetic phonics programme called 'Phonics Bug' in EYFS to teach our children their letter sounds, how to blend to read words and how to segment to spell words. This is a highly structured and supportive programme, which engages children with reading and spelling by using a multi-sensory approach to phonic development, to ensure children are developing their phonic knowledge and enjoying themselves whilst they do so. Children have daily phonics sessions (FS and KS1) in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. Lessons build on prior learning and then develop phonic knowledge through reading, spelling and writing. The teachers draw upon observations and continuous assessment (Letters and Sounds) to ensure children are stretched and challenged, and to identify pupils who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

As soon as pupils begin Helmshore Primary School, they are immersed in a world of books which are chosen to excite and inspire. We are passionate about giving pupils access to a wide range of quality texts so that they foster a lifelong love of reading. Children develop a positive attitude towards books and the importance of learning to read. Books and other texts are promoted in all areas of learning across a wide range of activities. Books are central to any special event and help the children to understand each event. Children regularly explore and analyse texts developing their understanding of purpose, audience, language and structure. We believe reading is a key life skill, which is fundamental for academic success.



We implement the following to enhance the teaching of reading throughout school:

- A 1:1 Reading Programme is in place to ensure that every child in school has the opportunity to read individually with an adult.
- Children take part in Guided Reading lessons, where they are able to explore a range of different texts and can participate in discussions about what they have read.
- Children have access to a wide range of fiction, non-fiction and poetry texts in lessons and for independent reading. All children from EYFS to Year 6 have a reading book to take home, which is changed regularly.
- Children work their way through our school reading scheme – these are levelled books which match the children's current reading age. Once children have reached the end of the reading scheme, they transition to use our Accelerated Reader Programme in KS2. Children take an initial Star Reader Test which generates a target for them to work towards each half term. They are encouraged to read regularly and widely within their personalised ZPD Range and independently quiz on the books that they have read to assess their understanding of texts. Teaching staff support pupils in monitoring their success on each quiz and guide them with their next choice of book to maximise their potential within the reading scheme. Success on achieving their reading targets are celebrated and rewarded by teaching staff. We encourage parents/carers to read books with their child at home each day to support the work we do in school.



Reading underpins learning in every subject and teachers take every opportunity to provide opportunities for reading across the wider curriculum for pupils to apply their literacy skills.

### **Implementation**

As part of the planning process, teachers need to plan the following:

- Within Units of Work, pupils have opportunity to explore and analyse a wide range of texts for their purpose, audience, language and structure;
- Targeted use of Reading Domains to raise questions about texts and to promote the skills of inference and deduction;
- 1:1 Reading and Guided Reading activities are closely linked to KLIPS;
- Explicit modelling of enunciation, fluency and use of expression when reading aloud;
- Priority focus on exploring vocabulary and developing the skills of inference, supporting ideas with evidence from the text.

Teachers assess children regularly against the Reading KLIPS (in Years 1-6) and against the Reading Early Learning Goal (in EYFS). Pupils who are identified as working below their age related expectations are quickly identified and targeted intervention support is put in place to close any gaps. This support follows the Lancashire publications Fast Track Phonics and Bounce Back Phonics.

### **Impact**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. In this way, children can focus on developing their fluency and understanding of texts as they move through the school. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. Statutory assessments at the end of Key Stage One and Two, measure attainment in reading and are compared against National and local data to inform future development needs.

### **Writing Intent:**

In EYFS, children learn to form letters correctly, sitting properly, holding a pencil correctly and forming letters in the correct direction. This helps children to write more fluently and neatly. As children transition into KS1, emphasis is placed upon forming capital letters at the correct size, orientation and relationship to one another and to lower-case letters. They are encouraged to use spacing between words which reflects the size of the letters. Children begin to transition to join letters to encourage fluency. In KS2, children are able to write legibly, with consistency in size and proportion of letters, using a joined style as appropriate for independent writing. Children are encouraged to present their work neatly and carefully, and take pride in their efforts. Teachers use cursive fonts when writing to reinforce this style.

From the very early stages of writing, all children are motivated to write and are engaged in writing as a purposeful and enjoyable activity. Children's attempts to utilise their developing phonic understanding are rewarded enthusiastically and writing is given a high profile. Spoken language and an excitement in learning new vocabulary is interwoven with children's progress through the phonic phases. Very quickly, children are inspired to be "the best writers we are able to be".

At Helmshore Primary School, we endeavour to create a love for literacy and enable every child to be equipped with the skills they need to be successful writers. Children explore a whole range of different genres using high quality models to inform and guide the drafting and editing process. We foster an enjoyment of writing in English lessons and they are able to apply skills in subjects across the curriculum. Teachers have high expectations of children to produce their best writing each time. Children learn to:

- Draw on their existing knowledge of text types to consider the impact they want their writing to have on the reader and know how they will achieve this by creating success criteria/writer's toolkits;
- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader;
- Use a sophisticated bank of vocabulary and include appropriate grammar, sentence and punctuation techniques appropriate to text type, which controls the level of formality;
- Organise their ideas appropriate to the genre they are writing;
- Write fluently, using a joined style, maintaining legibility when writing at speed;
- Demonstrate transcription skills that ensure their writing is well presented, punctuated and spelled correctly;
- Make positive improvements to their writing through proof-reading, editing and self & peer assessment opportunities.

### **Implementation:**

- Use of Lancashire Support Materials tailored to meet the needs and interests of pupils.
- Curriculum Mapping in year groups, considering genres, development of skills, writing outcomes, enhancement opportunities.
- Weekly Literacy planning.
- Non-negotiables ensure high standards of writing.
- Celebrating children's writing achievements and sharing examples of work to a wider audience.

### **Impact:**

Through our English curriculum, we aim to nurture in the children a love of literature and language, and the confidence to continue as successful life-long readers and writers. Our Writing curriculum is well thought out and is planned to demonstrate progression. Children are given a range of opportunities in which to develop their writing skills, allowing them to develop an author's voice. We measure the impact of our curriculum by assessing writing against planned outcomes, age-related expectations and end-of Key Stage requirements. Through teaching and learning opportunities, children develop competence in transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) at national expectation and at greater depth. Children learn to communicate effectively and are encouraged to make conscious choices about features to include in their writing to convey meaning clearly. Opportunity is given for children to reflect, evaluate, and make positive improvements to their work so that they achieve their best writing. Pupils are well-motivated to write and are able to work confidently and creatively as authors of different genres. Within each classroom, children's written work is showcased to celebrate achievements. Pupils' work in all areas of the curriculum should reflect the same expectations and standards, as work within English lessons.

### **GPS (Grammar, Punctuation and Spelling)**

At Helmshore Primary School, great importance is placed upon developing understanding of and the use of correct spelling, punctuation and grammar. GPS sessions are planned from the Lancashire Key Skills in Writing documents, alongside the Lancashire Support for Grammar booklet.

A structured programme of spelling is used across the whole school following Letters and Sounds in EYFS and Year 1 and No Nonsense Spelling in Years 2-6. Spelling is further supported in focused phonics and spelling lessons. Vocabulary is extended using word lists from the National Curriculum 2014 and subject specific language.

Pupils who are working below their age related expectations receive additional support from a teacher or teaching assistants. This support follows the Lancashire publications Fast Forward Grammar and Fast Forward Spelling.

### **Marking and Feedback**

In line with our Marking and Feedback policy, children are given a positive comment and a constructive comment to advance their learning. Children are given allocated time to reflect on their learning and make improvements to their work.

### **Interventions**

Children who require additional teaching input in order to support them in 'closing the gap' towards age-related expectations in reading and writing receive targeted intervention support.