

English

Flourish and grow with responsibility, respect and resilience.

“As I have loved you, so you must love one another.”

John 13:34

Here at Harleston C.E. Primary Academy we believe in giving our children the reading, writing, speaking and listening skills to help them succeed, not just in school lessons, but in life, helping them to aspire and challenge themselves to know more, remember more and understand more. The National Curriculum forms the foundation of our English curriculum. Units of work are planned using the whole school curriculum map, which ensures progression across text types within and across year groups and across other subjects. A literature spine ensures the children access a variety of high quality writers and genres in their time at our school.

Reading

At Harleston C.E. Primary Academy, we want our children, parents and staff to see reading as the gateway to the world, both imagined and real. Research tells us that children who read and are read to, on a daily basis, develop a wider vocabulary, greater general knowledge, enhanced well-being through reading for pleasure and a better understanding of the cultural diversity of our world. It is perhaps one of the single most important factors in a child's development. Therefore, at Harleston, we believe it is every child's right to learn to read. However, we also hope that through a whole-school spine of high quality, inspirational texts, our children will go far beyond this to develop a true and long-lasting love for reading.

In reading our intent is to:

- Nurture children who have a love of books and reading.
- Ensure the approaches, role models and texts we use are appealing to boys as well as girls.
- Use reading as a way to promote an understanding and acceptance of the world's diversity.
- Support children to leave KS1 as fluent readers and continue this throughout the school.
- Encourage independent learners who are resilient and have a stamina for reading.
- Promote the value and importance of reading to our whole-school community,

These intentions are implemented in the following way:

Through discrete phonics sessions in EYFS and KS1 (please refer to phonics intent statement), daily small group guided reading sessions in KS1, daily whole class guided reading sessions in KS2, daily whole-class reading of high-quality texts and one-to-one reading opportunities where appropriate.

We endeavour to encourage a love of reading in as many different ways as we can. Through displays, assemblies, as adult role models, across subjects, through whole-school themed events and out into our local community. Our timetable ensures children have frequent reading opportunities across the week. Parents and carers are asked to recognise the vital role they play in their child's reading by supporting them with daily reading at home: reading cafes, information evenings and whole school reading newsletters are used to ensure our school community understands the importance of reading.

The impact of our curriculum will be long-term:

We want our children to use their reading skills as a key tool in helping them to learn across the curriculum, across year groups and across all aspects of their lives and, as a result, know more, remember more and understand more. Our children will be able to talk enthusiastically and knowledgeably about literature, what it means to them and how their reading has inspired them in different ways.

We assess pupils regularly throughout each academic year, to monitor the impact of our curriculum, using formative and summative data. This is used to inform next and future steps. We administer KS1 and KS2 assessments (SATS) in line with statutory assessment and reporting requirements.

Writing

At Harleston C.E. Primary Academy, we want our children, staff and parents to value the benefits of being able to communicate their ideas, views and feelings through writing, not only for their future lives and careers but also for the lives they are living now. We believe children produce great writing when they are inspired and when their interest is ignited by learning that is in context. We aim to make writing an exciting and creative subject, which engages and encourages children to write for relevant and meaningful purposes across the whole curriculum.

In writing our intent is to:

- Make writing fun and enjoyable.
- Utilise the use of `talk` to build writing confidence, with a strong focus on a language rich curriculum.
- Nurture children who have writing confidence whatever their ability by providing them with the tools they need to do this.

- Use an approach to writing that allows them to internalise the language structures needed to write confidently, including through exposure to high quality texts.
- Provide contexts that enable children to use this writing confidence to write independently for a range of purposes and contexts.
- Provide cross-curricular approaches to the teaching of writing that inspire children to make links within and across subjects to foster long-term learning.

These intentions are implemented in the following way:

Through the use of high quality, age-related models that inspire us as teachers and motivate our children. We follow the Talk For Writing approach of internalising texts using actions, games and drama.

Through a unit of work, the children will focus on 3 stages: imitate, innovate and invent. Staff set class targets from a `Cold Task` which shows precisely what children are already able to achieve. Individual targets are established as children build towards their final `invented` piece of writing.

-When focusing on the `Imitate` stage we memorise a quality text, exploring it in detail as a reader, then as a writer, building a toolkit of knowledge and skills

-In the `Innovate` stage of our learning, we apply the knowledge and skills acquired in the previous stage to create an alternative version of the original text through shared and guided writing opportunities.

-Finally, in the `Invent` stage of their learning, the children invent their own version of the text. Independence and creativity is encouraged at this stage, using the success criteria which have been built in partnership with the children through the unit of work.

Each stage of the writing process is displayed on working walls to support independence and encourage resourcefulness, and the learning journey they have taken is evident within their recorded work.

Handwriting and spelling are taught discretely when learning and developing new skills, with children encouraged to then apply these across the curriculum. We follow the Read, Write Inc. Spelling Programme. Letter Join is used as a basis for handwriting lessons.

The impact of our approach will be long-term:

We want our children to have the skills to be able to produce writing which is of a similar standard in all areas of the curriculum, with the confidence to independently show how much more they know, remember and understand.

We assess pupils throughout the year, to monitor the impact of our curriculum, using writing assessment grids that we share with the other local academies in the St Benets Trust. We administer KS1 and KS2 assessments (SATS) in line with statutory assessment and reporting requirements.