



DOLPHINHOLME CE PRIMARY SCHOOL

ENGLISH:

INTENT, IMPLEMENTATION and IMPACT STATEMENT

December 2021

Mission Statement:

With God at the heart of everything we do, we educate by encouraging a sense of wonder, praise and mutual respect.

We offer every child opportunities for success, making them confidently equipped for life's journey.

INTENT

At Dolphinholme we believe that a quality English curriculum should develop children's love of reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:

- 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.

These aims are embedded across our literacy lessons and the wider curriculum. We will provide the means for children to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review will ensure that we are able to provide targeted support so that all children experience success in literacy; 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

We ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources to motivate and inspire our children. All pupils receive a daily English lesson, as a minimum. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

- Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.
- Promotion of reading through teachers reading out loud regularly to their class.
- Pupils in EYFS and KS1 experience daily phonics sessions, following Letters and Sounds.
- Year 1-6, to use the 'Sir Linkalot' Spelling scheme, delivering daily sessions.
- Pupils are encouraged to be adventurous with vocabulary choices.
- Pupils acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).
- Pupils can discuss and present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.
- Vocabulary promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary.
- Vocabulary mats to be used where needed and thesauruses and dictionaries which are easily accessible for pupils to use.
- Teaching a range of genres across the school both in English and other curriculum areas; resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts.
- Displays of writing in class and shared areas give a purpose and audience, therefore encouraging pupils to have pride in their work and to show that their work is valued.
- Reading and writing events throughout the year) to encourage and promote enjoyment and opportunities to develop lifelong learning.

IMPACT

The impact of Dolphinholme's enriched English curriculum, has realised a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children are confident to take risks in their reading and writing, and love to discuss and share their ideas. Outcomes of work in both literacy and topic books evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.