



Curriculum Intent, Implementation, Impact

SUBJECT: English
ENGLISH LEADER: Laura Phillips

TEAM: Creativity
CREATIVITY LEADERS: Laura Phillips and Kym Johnson

English Intent:

The teaching of Reading at Marden Primary Academy gives all children the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We would like pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world through knowledge they gain from texts. When children leave they should be able to read fluently, and with confidence, in any subject. We understand the importance of parents and carers in supporting their children to develop both reading and comprehension skills.

The teaching of Writing at Marden Primary Academy enables all children to confidently communicate their knowledge, ideas and emotions through their writing. We would like pupils to acquire a wide vocabulary through a language rich environment, solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time. We provide them with the skills to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

We implement Talk for Writing and Talk for Reading throughout the school. Talk for Writing enables children to imitate orally the language they need for a particular topic, before reading and analysing it, and then writing their own version. In Talk for Reading children are engaged in a wide range of high-level texts that stretch and extend their vocabulary, understanding and choice of books read. The Floppy Phonics Programme is taught in Reception and KS1 focussing on individual sounds, groups of sounds and common exception words within different phases. Our whole school reading scheme starts based around the phonics programme and continues to levelled book bands, ensuring progression and development of comprehension skills throughout the school.

Implementation:

Teachers are provided with opportunities to work collectively in addition to their PPA, to plan their curriculum.

Teachers develop/plan for the following:

- A cycle of lessons, which carefully plans for progression and depth through Talk for Writing and Talk for Reading,
- Studying, learning and practising relevant grammatical and vocabulary-based skills,
- Opportunities to encourage the transference of skills and knowledge and to build upon previous learning,
- Opportunities for reading and writing across the wider curriculum.

Impact:

Our English Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes (key end points) including EYFS Profile, KS1 & KS2 SATs results and Phonics Screening results,
- Tracking of learning in Talk for Writing through cold and hot tasks,
- Tracking of phonics development through the Floppy's Phonics programme,
- Pupil discussions about their learning,
- A celebration of learning at the end of a unit of work, e.g. displays.



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The subject leader, alongside the curriculum team leaders and senior management team, are responsible for monitoring and evaluating curriculum progress. This is done through scrutiny of books, lesson observations, pupil interviews, staff discussions and audit of resources.