

SUBJECT OVERVIEW: English



INTENT: What we want to achieve	IMPLEMENTATION: How we will achieve it	IMPACT: What the outcome will be
<p>At South End Infant School, we intend to provide an ambitious, progressive English curriculum which will develop children's love of reading, writing and discussion.</p> <p>Reading is a fundamental part of learning as it is the skill that underpins everything that is taught, and opens the door to learning right across the curriculum. Our aim is for a majority of our children to leave our school being able to read fluently and accurately. They will be confident to answer questions about a text and be able to discuss their own preferences when it comes to reading.</p> <p>We appreciate the importance of a nurturing culture where children take pride in their writing, can write clearly and accurately for a range of purposes, and use a wide range of vocabulary.</p> <p>We aim to inspire children to be confident in the art of speaking and listening; working cooperatively with others and participating towards class discussions.</p> <p>We believe that a secure foundation in English/Literacy skills is crucial to a high</p>	<ul style="list-style-type: none"> ● A range of teaching methods will be used to fulfil the lesson objectives and these will follow those outlined in the National Curriculum. ● In the Early Years Foundation Stage, English will be delivered through the seven areas of learning with a particular focus on Communication, Language and Literacy. ● We will use the Sounds-Write phonics programme to deliver discrete phonics sessions, daily. ● Children will have one to one reading sessions as well as discreet lessons for focussed comprehension learning in Key Stage 1. ● The children will learn to read through a wide range of different reading schemes within our decodable book band system. ● The children will be encouraged to develop their love of reading through daily story time. We will use Pie Corbett's Reading Spine, Page Turners and Poetry Spine recommendations. ● Spellings in Key Stage 1 will be taught according to the rules and words contained in Appendix 1 of the English National Curriculum. ● All children will learn to read and spell our Rainbow Words. 	<ul style="list-style-type: none"> ● Pupils will enjoy their English lessons and will be able to articulate themselves across the curriculum. ● Pupils will work hard and strive to meet new challenges. ● Pupils will work with a high level of independence and self-assurance. ● At the end of their Reception year, pupils will be secure in the Initial Code. ● Pupils will have a love of reading and choose to read for enjoyment. ● Pupils will choose to write for pleasure and develop their own ideas. ● Pupils will develop an understanding of grammatical terminology and learn how to apply it to their own writing. ● Parents and carers will have a good understanding of how they can support their child's learning at home. ● The percentage of pupils who pass the Phonics Screening Test will be at least in line with national averages. ● The percentage of pupils working at ARE within each year group will be at least in line with national averages.

<p>quality education, and will give our children the tools they need for Junior School and their wider future.</p>	<ul style="list-style-type: none">• Each Year Group will use Talk for Writing as the main structure for teaching writing skills. The children will be exposed to fiction, non-fiction and poetry texts.• We will ensure that writing skills are developed across the curriculum and that children are given lots of opportunities for cross curricular writing.• Handwriting will be taught on a daily basis, using the Kinetic Letters scheme.• Summative assessments will be entered into Target Tracker each term. Teachers will use their professional judgement to determine whether a child is working within age-related expectations, above or below.	<ul style="list-style-type: none">• The percentage of pupils working at GD within each year group will be at least in line with national averages.• There will be no significant gaps in the progress of different groups of pupils.
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