

Chase Side Primary School

Intent, Implementation and Impact



ENGLISH AT CHASE SIDE

At Chase Side Primary School we believe that literacy and communication are key life skills and that through the English curriculum we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners.

Intent – What we are trying to achieve?

We aim to provide a rich and stimulating environment where speaking and listening, reading and writing are an integral part of everything we do in order to foster a love of reading, writing and drama.

Writing:

At Chase Side we believe that writing happens across the curriculum. Children are given opportunities to write in a range of curriculum areas, not just English lessons. We believe that good quality writing comes from using high quality texts to stimulate ideas. We want pupils to acquire a good vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. We want them to write clearly, accurately and coherently across a range of contexts, purposes and audiences. We believe that all pupils should be encouraged to take pride in the presentation of their writing, in part by developing a good, joined, handwriting style by the time they move to secondary school. We believe that all good writers refine and edit their writing over time, so we want children to develop independence in being able to edit their work effectively during and after the writing process.

Reading:

At Chase Side we believe that all pupils should have the opportunity to be fluent, confident readers who are able to successfully comprehend and understand a wide range of texts. We want pupils to develop a love of reading, a good knowledge of a range of authors, and be able to understand more about the world in which they live through the knowledge they gain from texts. By the end of their time at primary school, all children should be able to read fluently, and with confidence, in any subject in their forthcoming secondary education. We understand the importance of parents and carers in supporting their children to develop both word reading and comprehension skills, and so we want to encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in school through good quality texts.

Implementation – How do we translate our vision into practice?

Writing:

Our English lessons are based around a high quality book or text. Over a week or more children will be introduced to a book or text, look for key features to understand the genre and then work towards producing their own piece of writing. The rules of grammar are taught as part of a unit of work. Children will also practise their speaking and listening skills through drama activities, which are included in the units of work. We base our teaching sequence and skills progression around the Hertfordshire Grid for Learning English overview.

Spellings and handwriting are taught separately in discrete lessons. We use a continuous cursive script for handwriting, which children are introduced to from Reception. Spelling is taught across the school and follows on from phonics teaching with a focus on spelling patterns and how to apply them. Children are given weekly spellings to practise – including accessing their spellings on the Spelling Shed website.

Reading:

Every day children take part in a reading session. In Year 1 this is called Daily Supported Reading; children work in groups in a highly-structured reading programme led by an adult. Foundation stage and year 1 classes also have a daily phonics lesson. We follow the phases of Letters and Sounds and supplement our resources with the Jolly Phonics scheme. In year 2 children read appropriate levelled (banded) books and reading skills are taught through VIPERS (Vocabulary, Infer, Predict, Explain, Retrieve, Sequence).

In Key Stage 2 children choose banded books to develop their reading skills as well as being encouraged to choose books based on their own interests from the class book area or school library. In Years 3-6 children are taught reading through the use of whole class texts building on the VIPERS reading skills (Vocabulary, Infer, Predict, Explain, Retrieve, Summarise).

Every class is equipped with a book corner with a range of fiction and non-fiction books, as well as access to our school library. All children get to visit the library during lunchtime clubs

and are able to take the books home. In year 3 children also have to opportunity to visit the local library in Enfield and borrow books.

Impact – What is the impact of the curriculum on our pupils?

Writing:

- Pupils will enjoy writing across the curriculum
- Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately planned
- Pupils will have a wide vocabulary that they use within their writing
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught

Reading:

- Pupils will enjoy reading across a range of genres
- Pupils of all abilities will be able to succeed in reading lessons
- Pupils will use a range of strategies for decoding words, including phonics
- Pupils will be ready to read in any subject in their forthcoming secondary education
- Parents and carers will have a good understanding of how they can support reading and home, and contribute regularly to home-school records