



English Subject Intent Statement

<i>Curious</i>	<i>Caring</i>	<i>Creative</i>	<i>Courageous</i>
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<i>Intent</i>	<p>At Archibald First School, we believe that a quality Literacy curriculum should develop children’s love of reading, writing and discussion. One of our priorities is helping children read and develop their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be creative and courageous in the art of speaking and listening and who can use discussion to communicate and further their learning.</p> <p>Our curriculum closely follows the aims of the National Curriculum for English 2014 to enable all children to:</p> <ul style="list-style-type: none">• 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. <p>We believe that children need to develop a secure knowledge-base in literacy, which follows a clear pathway of progression as they advance through the primary curriculum. 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.</p>
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Implementation

These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum and framework that provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of quality texts and resources to motivate and inspire our children. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study. In EYFS, pupils follow the Little Wandle reading scheme. The initial reading books the children are offered first are grouped in phonic phases and then as a child passes the phonic stage of reading, the books are grouped into colour bands. As the children move into KS1 and KS2, the school uses a variety of reading scheme books such as Oxford Reading Tree, Rigby Star, Big Cat and Collins which ensures that over their time at Archibald, all children have access to a wide range of books inclusive of fiction, non-fiction and poetry.

Class texts and novels are studied in literacy and across the curriculum to provide a stimulus for teaching and learning. Throughout the year, all pupils have the opportunity to access a wide range of text types. A key aim is to develop reading for pleasure and a passion for books. To support this, each class has timetabled sessions for class reading. A 'Cheeky Five...' approach is also taken when classes have additional reading slots during the timetabled week. Within this time, we use quality children's books to develop our reading for pleasure agenda. Texts have been chosen to ensure that each class encounters a balance of different text types to successfully navigate reading with confidence.

At Archibald, we identify children who need support and provide intervention in the most effective and efficient way that we can. We are fortunate to have parent helpers that come in regularly to hear children read. Most children on the SEND register have reading and comprehension as one of their targets. Teachers plan and teach literacy lessons which are differentiated to the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need. We run parent information sessions on phonics for Reception and Year 1 parents, and reading SATs for Year 2 parents, so that they understand age-related expectations. These sessions are always very well attended by parents and carers who often comment about how helpful the sessions have been for them.

We love to celebrate the success of all learners and strive to help all children achieve their goals. Reading is promoted in classrooms and around school at Archibald, where our colourful, progressive displays showcase children's writing achievement, their favourite books and introduce them to different genres and styles of writing. In addition, throughout the school year our literacy curriculum is enhanced through World Book Day, half termly reading rewards, competitions, parent 1:1 reading, drama workshops and a range of trips and visits which enrich and complement children's learning. Our year group book lists of 'Archibald Reads' are also promoted throughout the year and celebrated with pupils.

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	<p>All aspects of literacy teaching are accessible to all learners. Children with SEND have adapted planning, where appropriate, to ensure they can access the learning and achieve their potential. Specialist programs such as Little Wandle (in KS2) and IDL are followed to help those with additional needs access specific areas of the curriculum and to offer rapid 'catch up'. Disadvantaged pupils, or those identified as Pupil Premium, are offered additional experiences to attend clubs and trips to promote and develop language skills and a love of literature.</p> <p>Marking is progressive in literacy and across the curriculum and takes a variety of forms, according to the age of the children. 'Response time' is built into the curriculum and the older children edit their work in green pen. Regular book scrutinies are carried out to observe writing across the curriculum, monitor coverage, progression and marking, in line with school policies. The literacy leader has a clear role and overall responsibility for the progress of all children in literacy throughout school. Working with SLT, key data is analysed termly and regular feedback is provided, to inform on progress and future actions.</p>
<p>Impact</p>	<p>The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers. By the time they are in Key Stage 2, most genres of writing are familiar to them, and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills.</p> <p>Termly formative assessments show that most children at Archibald are achieving in Literacy at age-related expectations. Each year we have many children that achieve a greater depth level in reading and writing at the end of Year 2 and Year 4. We hope that all the literacy initiatives outlined above will help to boost children's learning and progress.</p> <p>As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved, and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. Our school standards are high, and children take pride in their work; this is reflected in their books.</p> <p>We hope that as children move on from Archibald to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continues to grow and develop as they do. Feedback from our feeder middle schools, shows that children leave Archibald as courageous, curious and creative learners, well prepared for their next stage of learning.</p>

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