

## *Intent*

The intent is to create a curriculum that is based on real life experiences encouraging children to ask big questions about their world. That they learn to be artists, historians, musicians, designers, coders, scientists, writers, readers, mathematicians...and lifelong critical thinkers. The curriculum serves the needs of the children within the community in which they are geographically and culturally located and at the same time encourages a global identity.

### **What English looks like in our School:**

At Canon Pyon, English is at the cornerstone to our rich and varied curriculum which strives to ensure that every single child becomes a confident learner. We understand that to enable children to be successful across the curriculum, they must progress well in all areas of reading, writing, speaking and listening. We are determined that all children will become highly competent readers and writers by the end of their time with us. Through use of high-quality texts from a range of authors, immersing children in vocabulary rich environments, teaching the craft of writing and ensuring the curriculum expectations and the progression of skills are met, we enable our pupils to meet age-related expectations while developing a passion for writing, a love of reading and purposeful speaking and listening skills – irrespective of their personal background. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading is essential and serves as a basic building block for learning, regardless of the school subject, be it language, arts or maths. Reading is an essential life skill. Reading strengthens the brain and improves memory. It also strengthens brain connections and builds new ones. Reading improves concentration. It also improves a child's vocabulary and language skills. The more children read, the more new words they learn. As they absorb these new words, they are able to define them based on the context of the material. Children can also learn about sentence structure through reading, which improves their writing skills. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

### **The national curriculum for English aims to ensure that all pupils:**

- 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.

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At Canon Pyon, we aim to do this through inspiring and challenging lessons. Teaching children to work independently and in groups. We encourage children to be responsible, competent, confident and creative. We provide a creative curriculum with opportunities for critical thinking and discussion through our 'Big Questions'.

## Implementation

### Reading at Canon Pyon

Starting in Reception, children are taught to read daily by the implementation of the Read, Write Inc. phonics program and books that match the children's phonic knowledge. The children in Early Years and Year 1 read decodable books to adults in phonics sessions daily. They also take these books (and a non-decodable 'cuddle' books) home to read with parents/carers

Children in Year 2 and KS2 have weekly comprehension lessons using engaging, age appropriate texts this is done as whole-class reads.

The children also have opportunities throughout the week to read in their class book corners, reading sheds and school library. A class Story is read daily in all classes and we hold termly whole-school reads, where the children and adults in school all come together to read and share books

### Writing at Canon Pyon

- We teach writing through well-planned, text-led learning journeys with clear outcomes and embedded teaching of grammatical skills. The children from Year 1 also take part in weekly 'Grammar Hammer' practice. We aim to give the children interesting and purposeful reasons to write. We set differentiated tasks where appropriate to support and challenge all of our learners. We give the children opportunities to apply taught skills across the curriculum. The children are encouraged to develop their writing skills and make improvements when given time to edit their work using green pen.

### Handwriting at Canon Pyon

Cursive handwriting is introduced in Year 2 with a requirement to have consistent joined handwriting by the end of Year 4. Handwriting is taught in a daily practice sessions

### This is what adults do:

At Canon Pyon CE Primary School we make English a creative and engaging learning experience. Reading and Writing are planned and delivered through our topic based approach to learning, where the genres to be covered over the course of each year are mapped to the topics to which they are most appropriate. Teachers plan carefully to ensure effective coverage of sentence and word level work in order that children are

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equipped with the necessary skills to write successfully in each genre. This supports the use of reading and writing for real purposes and increases time for children to explore and deepen their understanding of different topic areas. We recognise that there are children of widely different abilities in all classes, so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

- Teachers and leaders work collaboratively to support each other in the teaching of reading and writing, understanding and applying current developments in the subject, and providing direction for the subject in the school
- Teachers show enthusiasm for the subject regardless of personal capabilities
- Curriculum leader evaluates the strengths and weaknesses in the subject and indicate areas for further improvement
- Staff create a positive, vocabulary rich, learning environment to encourage discussion and personal opinion
- All adults ensure a safe working environment
- Teachers and leaders look out for opportunities to use specialists and outside providers when necessary

### **This is how we support, challenge and ensure all children can access the curriculum:**

Our Christian vision challenges all subject leaders to reflect on ensuring that the English curriculum helps all pupils to belong and access learning, appropriate to their needs and abilities. Inclusion and *belonging* is a thread that runs through every area of the school enhanced by collaboration between senior leaders, subject leaders, the SENCO, class teachers, support staff, external agencies, parents and most importantly, the child. At Canon Pyon Church of England Academy, every teacher is a teacher of SEND and every leader is a leader of SEND.

Special Educational Needs and Disability (SEND)- Including the Lowest 20% of Learners

We firmly believe that *Quality First Teaching* is the solid foundation on which effective SEND provision is built. The first step to children having access to a broad and balanced English curriculum is through appropriate differentiation by skilled and nurturing teaching staff, who have ambitious expectations of their own teaching and students' learning. Differentiation is not a simply case of providing different worksheets, for example. Differentiation is adapting the work, success criteria or support given to help children achieve or make progress.

Differentiation- or adaptations- may include:

- Alternative tasks
- Different objectives or goals within a task
- Resources or learning aids
- Amount of adult support within a task
- Frequency of monitoring within a session
- Time given to complete tasks
- Style of language used
- Style of questioning used

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- Use of peer support
- Classroom organisation and grouping
- Level or style of feedback given

Differentiation takes many forms to help learners to *belong* within lessons, *believe* in their ability and *behave* in a way that applies their skills. Further support to help inclusion and overall pupil progress in this subject area may include:

- Targeted intervention programmes, which have a proven and measurable impact on progress.
- Have specific 1:1 or small group intervention, including support from Learning Mentor
- Celebration of achievement, as well as attainment
- Time given, as appropriate, to any emotional or behavioural support that may-in turn- be barriers to learning in this subject area
- Monitor pupil attitudes to subject and using pupil voice to ensure that learners have ownership of subject area/tasks
- Specific enrichment activities, visits or events planned/attended in order to suit the needs and interests of specific groups of learners
- Pupil progress meetings, involving the pupil(s) and any relevant adults
- Data analysis, whether this is quantitative performance data from tests, for example, or qualitative data from questionnaires or monitoring observations
- The provision of good quality and relevant training for all staff members.

Other Pupil Groups- Including More Able and Talented (MAT) and the Highest 20% of Learners

We believe that all children have individual gifts, interests and talents. Some children may exhibit a skill that is advanced in comparison to their peers. As a result, such pupils will require a higher level of challenge in order for them to *belong*, be included within English sessions and have their needs met. More able and talented pupils (MAT) will also receive differentiation and support appropriate to their needs.

Adapting tasks and providing opportunities to help all children to achieve well will also depend on the diversity of the groups of learners that are represented at Canon Pyon Church of England Academy.

Groupings of learners that could identify trends, spikes or dips in overall progress may include:

- Forces children
- Gender
- Behavioural needs
- Children with emotional needs
- EAL children
- Age (i.e summer born)
- Attendance
- Family support
- LAC
- Ethnicity

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- Those experiencing tragedy or loss
- Low self-esteem



This list is not exhaustive and neither are the methods mentioned in how learners can be catered for in this subject area. We are a listening school and are constantly reflecting on feedback from adults and children, with the constant goal of helping all learners.

## Impact

### This is what you might typically see:

What you might typically see:

- Happy and engaged learners
- Children demonstrating transferable skills, knowledge and expertise
- Lessons who are, creative and fun fostering a love of learning
- Children demonstrating a rich vocabulary
- Visually appealing and helpful displays in classrooms
- A clear love of books, authors and poets
- Curious children who ask questions and take part in discussions
- Children who understand the importance and value of making mistakes and endeavour to improve their work
- Confident children who are willing to persevere

### How we know how well our children are doing:

- Informal judgements based on observation during lessons
- Half-termly assessments
- End of term assessments
- Year 1 phonics screening check
- Writing moderations
- Benchmarking assessments for those who have completed RWI phonics
- Target setting
- Annual assessments in line with the National Curriculum in England 2014
- Summative assessment discussed during transition meeting with next class Teacher

### How English contributes to the spiritual, moral, social and cultural development of the child:

Within English lessons children are given the opportunity to work collaboratively and communicate effectively with each other. Through the vast subject that English is,

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there are great opportunities to develop opportunities for SMSC. For example:  
• The studying of different texts - classical, contemporary, serious, funny can provide



challenging starting points and give an appreciation of the beauty of great language and literature

- Exposure to great literature and poetry and its place within a culture can lead to appreciating moral or social aspects
- Drama and stories which create opportunities for moral judgements
- Shared activities – shared reading, group drama, corporate writing that lead to an understanding of an appreciation of the importance of the group and other people's point of view
- Knowledge of our language and its influence on our culture and the importance and value of other languages and cultures
- Awareness of traditional tales and their cultural background.

### **Cultural Capital:**

At Canon Pyon Primary School we believe that all children should have the same opportunities to succeed in life. We believe that all children should become competent readers and writers so that as adult, English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.

### **Impact of the teaching:**

As a result of our enriched curriculum, at Canon Pyon you will typically see engaged learners who will refer to themselves as readers and writers. Children will talk about their work enthusiastically and be aware of how to improve their work. You will see children who love reading and get excited about books. Children who are immersed in topics and enjoy writing through a variety of genres. The children show compassion when working in groups to recite texts and share stories. They demonstrate courage when using roleplay to depict characters or performing for plays and assemblies. The children at Canon Pyon work creatively to produce wonderful poems, stories, diary entries, letters, newspaper reports and so much more.