The Intent, Implementation and Impact of our English Curriculum

At Brington Church of England Primary School, we believe all pupils deserve the opportunity to become competent, confident, perceptive readers and writers who have access to a wide array of high-quality texts across a range of genres. We want every child to leave us with the ability and motivation to continue a lifelong love of varied reading and an understanding of how to express themselves effectively for any purpose, verbally and in writing.

Intent

- The teaching of phonics, spelling and handwriting will be planned, delivered and assessed according to the agreed progression in order to enable pupils to access and enjoy all areas of the Brington curriculum.
- All pupils will have access to a range of texts (including the latest releases) at a range of levels in an environment designed to inspire, encourage and enthuse.
- All pupils will have regular opportunities to 'escape' with a book as well as being read to at a level above the texts they might be able to fully access independently.
- All staff at Brington will model positive listening, speaking, reading and writing habits for pupils.
- Families and members of the local community will be motivated to model positive listening, speaking, reading and writing habits for pupils.
- Pupils will develop informed opinions about the texts they read and build a vocabulary designed to recommend, challenge and justify.
- Writing and speaking across the curriculum will be inspired by a range of high-quality texts and experiences (specifically linked to the outdoors, our local area and the local community as outlined in the school vision statement).

Implementation

- Our school has a strong culture of reading for pleasure which is actively facilitated by all staff and extended to the families of pupils and members of the local community. Parents are expected to read with their children at least four times a week at home.
- Phonics is taught daily and methodically in Early Years and Year One using materials from 'Read Write Inc.'. Our classroom environments reflect this approach. Pupils who do not reach the required level of phonological understanding by the end of Year One continue to receive daily phonics sessions in Year Two and beyond.
- Spelling is taught alongside phonics using an appropriate range of resources in Early Years and Year One. Pupils in Year Two and Key Stage Two are taught spellings in school at least four times a week using a range of strategies including some taken from the 'No Nonsense Spelling' materials. Spelling lists connected to the current focus are sent home weekly to allow families to provide further support and reinforcement.
- Handwriting is introduced alongside phonics in Early Years and Year One, with a strong focus on correct pencil grip and individual letter formation. It is closely linked to spelling patterns from Year Two, using 'Read Write Inc.' to reinforce letter formation and rehearse correct joins. There is an expectation that the majority of pupils will be able to join their letters neatly and consistently by the end of Year Two.
- Reading is taught daily in all year groups using a range of texts across a variety of genres. Pupils in EYFS and Year One use materials from 'Read Write Inc.' in a carousel to allow focused adult support. Year Two pupils are grouped and supported using texts published by Oxford Owl with a clear focus on developing fluency. Whole Class Reading in KS2 allows for the explicit teaching of skills relating to reading with two weekly sessions linked to the half term's fiction text and three sessions around a theme which will often link to the wider curriculum and cover a range of text types.

- Our English curriculum is fully based on immersion in high-quality published texts in order to inspire writing outcomes. Pupils have the opportunity to read and respond to a variety of genres, identifying features of text types and then incorporating these features in their own writing.
- Pupils have the opportunity to challenge themselves in English lessons by choosing and completing tasks linked to our PAD success criteria (Prime, Advancing and Deep).
- Teaching staff monitor, assess and moderate writing regularly as a team. Staff judgements in reading are backed up by half-termly reading comprehension assessments in Y2-6.

Impact

- Our school environment promotes reading at every opportunity. The newly-refurbished school library and terrace reading areas are bright, engaging, inviting and very well used.
- Families and the wider community are engaged in modelling and encouraging reading for pleasure through our expectations of reading at home, school book wish list, 'Brington Community Book Swap' and family library sessions.
- Pupils talk with increasing knowledge and enthusiasm about the books they are reading and how they can improve their writing by modelling it on high-quality published texts.
- Written outcomes have a clear purpose for pupils and writing is often shared and celebrated with a wider audience through weekly 'Celebration Assemblies' and the school's social media accounts.
- The majority of pupils are making at least expected progress in reading and writing, with those who make less than expected progress identified and provided with additional support.