

**Intent**

***English***

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# Intent



## English Intent and Implementation Statement

- *At Ditton Lodge, the intent of the English curriculum is to provide children with a broad introduction to reading and writing, allowing a wide range of quality texts to introduce them to the wider world and challenge their thinking about the world.*
- *We focus on a range of skills including oracy and vocabulary knowledge, as well as reading and writing, to allow them to communicate confidently both in their current lives and in the future. It intends to help children discover new interests and develop the desire to read for pleasure.*
- *The English curriculum is implemented to allow children to build on previous skills and knowledge. Reading and Writing are taught using the CUSP curriculum which we adopted as we liked the challenge and high expectations of each module. The CUSP curriculum provides the children with access to high quality and diverse text examples, which match the ambition contained within our ever-arching school curriculum intention.*

# Intent



## National Curriculum Aims

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 language, 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



# *English* Implementation



## Oracy at Ditton Lodge

*Oracy is a part of all lessons and learning at Ditton Lodge. In all lessons, children are encouraged to give full sentence answers and staff model these answers, using sentence stems and scaffolds.*

*In all lessons, pupils are given time to orally rehearse answers before they share them with the class.*

*Weekly oracy assemblies allow time for class teachers to carry out directed oracy activities, such as practising reciting poetry or holding class debates.*

*Children regularly take part in performances which consolidate their oracy skills. Roles such as school councillor and class ambassador also help to contribute to children's confidence in speaking.*



## Phonics at Ditton Lodge

Currently, EYFS and KS1 children are taught using the Sounds Write First Rate Phonics scheme. This is a systematic, synthetic approach to the teaching of phonics.

*Synthetic phonics* teaches children the 44 phonemes (sounds) and their related graphemes (written symbol). Children then learn to blend the sounds they are learning into words.



## Sounds Write Phonics

*Sounds Write offers a very highly structured, multi-sensory, incremental and code-oriented, instructional approach to teaching children to read and spell. It provides fast and effective teaching for children at all levels.*

*Lessons are clearly structured and easy to follow. It teaches all key elements of conceptual understanding, factual knowledge, and the three essential skills of blending, segmenting and phoneme manipulation necessary for learning to read and spell and it does so on a **daily** basis until all children achieve the automaticity that underlies the fluency of every successful reader.*

There is a clear *scope and sequence* for the order in which phonics are taught.



## The Initial Code

Unit 1: a, i, m, s, t

Unit 2: n, o, p

Unit 3: b, c, g, h

Unit 4: d, e, f, v

Unit 5: k, l, r, u

Unit 6: j, w, z

Unit 7: x, y, ff, ll, ss, zz

Units 8 – 10: no new code knowledge

Unit 11: sh, ch, th, ck, wh, ng, q (u)





## The Extended Code

The extended code teaches 50 units which include two, three and four letter-sound representations, beginning with letters which make the sound 'ae' and progressing through the units, ending with the 'eer' sound.

Children learn through a variety of activities, including word building, word reading, word spelling, sound swap, symbol search and dictation.



## Reading and Writing at Ditton Lodge

*At Ditton Lodge Primary School, we teach following the CUSP curriculum for Reading and Writing. We made this choice for a variety of reasons.*

*At Ditton Lodge, we felt that the identity and structure of the CUSP curriculum, (echoed by the CUSP Curriculum used for Foundation Subjects), was important. It allows familiarity and security for staff and pupils. The cohesion and sequence of the progression from Years 1 – 6 is clear. Emphasis is placed upon breadth and depth of text type as well as securing subject knowledge for all.*

*At Ditton Lodge children are taught spelling, punctuation and grammar using the CUSP programme. Handwriting follows the Nelson Handwriting scheme.*

# Implementation



*Each class will complete two or three reading and writing modules per half term. The reading modules have been selected to ensure coverage of a range of text types, some of which will be revisited over the course of the year to encourage confidence and greater depth of knowledge. The writing modules are taught in two blocks, Block A and Block B, at different times of the year. Block A is heavily modelled and scaffolded to allow for confident, independent writing when children meet the text type again in Block B.*

*Each writing module is built over a series of lessons, the sequence of which allows for the revision and input of specific skills, deep interrogation of the quality model text and time for planning, drafting and editing. Each module allows teachers to use formative assessment to inform their planning in future writing lessons; assess gaps and move forwards. Each module provides the pupils with a custom-written quality text which is deliberately aspirational.*

*Pupils' learning is supported by Knowledge Notes and by Ingredients for Success when writing a complete piece. Each module has specific vocabulary, both Tier 2 and Tier 3, which is explicitly taught to the children. Where a link is sensible and organic, modules have been created which strengthen the subject knowledge learnt in CUSP Foundation Subjects.*

*In KS1, reading and writing is taught in alternate week, for 45 minutes at a time. In KS2, each reading lesson lasts for 30 minutes and each writing lesson for 60 minutes. The modules may be adapted to the needs of specific learners in the class, but expectations remain high.*

# Implementation



*Alongside the reading and writing lessons, KS1 children receive 15 minutes of GPS teaching twice a week. KS2 children are taught spelling three times a week for 15 minutes and grammar and punctuation twice a week for 15 minutes. These lessons follow a sequence of explicit instruction, followed by a chance to apply and practise.*

*Handwriting is taught daily in KS1 for 20 minutes, with the focus on correct letter sizing and formation and preparation for joining in KS2.*

*In KS2, handwriting is taught twice weekly, again with explicit instruction from the teacher, followed by a chance to practise or apply a new spelling rule.*



## English Homework at Ditton Lodge

*Reading books are sent home every week. EYFS and Key Stage One children are provided with phonetically decodable reading books which allow them to enjoy success by practising phonemes which they have already met.*

*All Key Stage Two children have a reading book from school or from home which reflects their reading ability. Lower Key Stage Two are expected to read five times a week and have their reading record signed by a parent or carer. Upper Key Stage Two have to add two written responses to their reading per week.*

*Children are provided with weekly spelling homework provided by the CUSP Spelling scheme.*

**Impact**



# ***English***

## **Impact**



## Phonics Assessment at Ditton Lodge

*Children in EYFS are assessed using the baseline assessment during their first six weeks at school. They are then tested regularly on their phonics learning.*

*Children in Year One and Year Two are assessed twice a term using the Phonics Tracker programme. The assessments are used as a tool to assess the gaps in learning and to inform extra phonics teaching or interventions.*

*These assessments are collated by USP and used as a comparative tool.*

*Children who are struggling in phonics may be asked to take a Sounds Write phonic assessment to help pinpoint where their gaps or misconceptions are.*



## Reading Assessment at Ditton Lodge

*Reading is assessed termly, using PiXL assessments. Teachers also assess children regularly on reading speed and fluency. Both sets of assessments are used to inform class teaching, through addressing gaps and misconceptions, as well as allowing those children who require it, to receive timely interventions.*

*Reading assessments are carried out by Years 2 – 5 every term and by Year One in the summer term. Assessment data is again collated and shared between USP schools as a comparative tool. Teachers use the QLA tools to inform future practise.*

*In Key Stage Two, the Salford Reading Age test is also used as an extra measure of confidence when assigning SFA groups.*





## Writing Assessment at Ditton Lodge

*Children are assessed termly in GPS, using PiXL assessments. Teachers use these assessments and their QLAs, as a tool to look for gaps and next steps for teaching.*

*No More Marking is also used for each year group once a year in order to gain comparative judgement in writing.*

*Writing is formally assessed using the CUSP Writing assessment model, during Spring and Summer terms. We use CUSP moderation materials and standards files to assist with accurate assessment and moderation of writing.*