

Haylands Intent, Implementation and Impact English Curriculum Statement

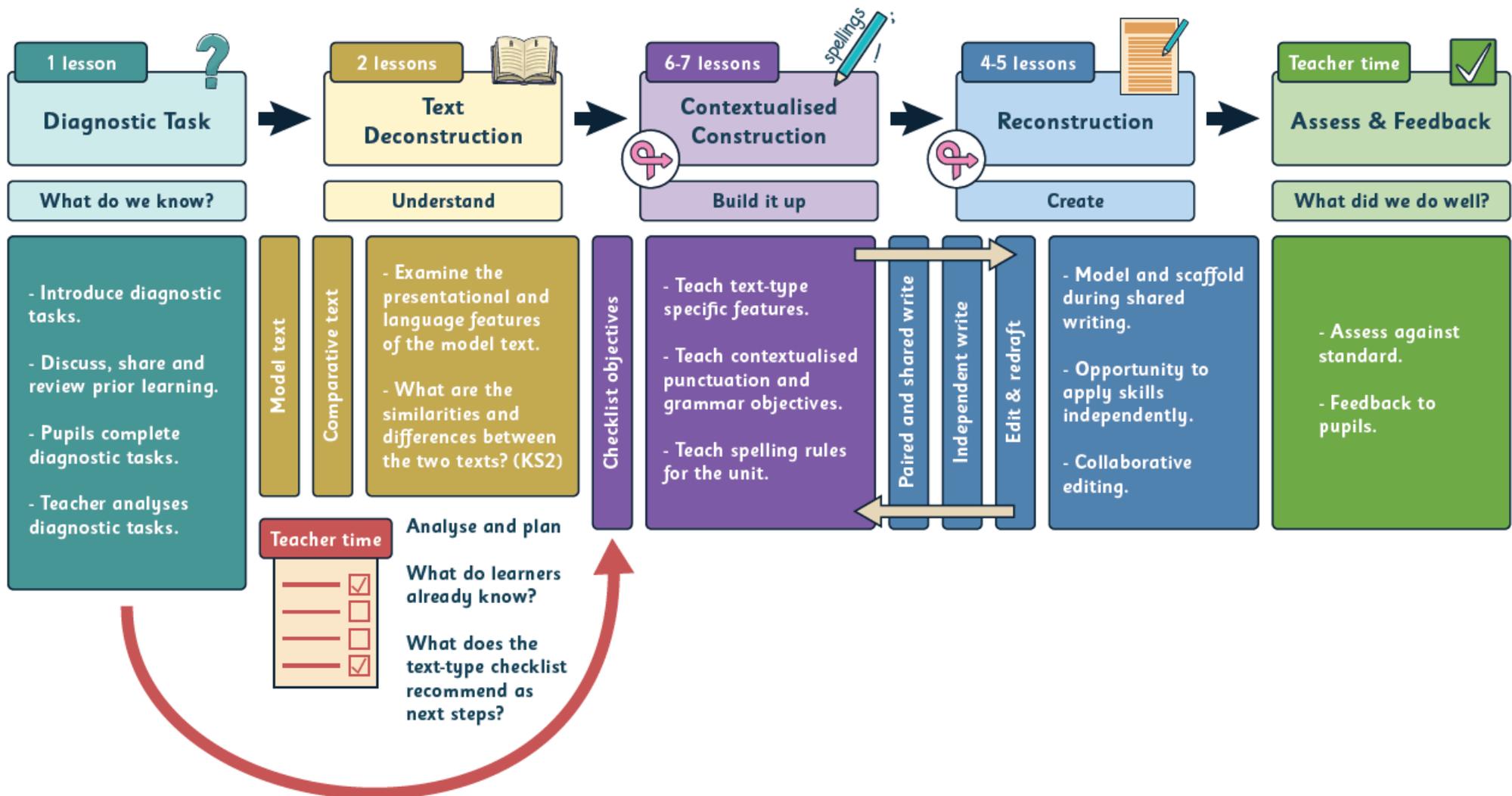
Intent	<p>At Haylands, English is at the heart of our curriculum; it is the foundation on which every subject is built. We value reading and writing as key life skills, and we are dedicated to enabling our pupils to become lifelong readers and writers, ensuring children read fluently and widely when they leave us. The reading and writing journey begins in the Foundation Stage, where a multitude of learning activities are available for children to experience books, mark making and phonics, igniting a passion for these skills at an early age. As the children's journey continues into KS1, the teaching of phonics continues and there is a greater expectation that this knowledge will also be applied to their written work. It is our intention to immerse pupils in the wonders of quality texts to instill a love for reading, a passion for discovery and a confidence to explore their imagination, which is then transferred to their writing. We believe reading is key for academic success and so we ensure that there is a holistic approach to the teaching of reading. In writing, we want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they can decipher unfamiliar words and then use them when speaking and writing both informally and formally.</p>			
	Underpinned by			
	High Expectations	Modelling	Fluency	Vocabulary
	It is our intention that all children will succeed and make progress.	Teachers model good spoken English and model a passion for the enjoyment of reading and writing.	Children will apply their skills from English across the curriculum.	Children will be immersed in a vocabulary rich environment with the expectation that this new, acquired knowledge of words will be applied in different situations.

Implementation	Phonics and early reading	Enabling Reading	Writing Journey	Spelling
	Through daily, systematic and consistent high quality phonics teaching, children learn to segment words to support their spelling ability and blend sounds to read words. To allow our children to develop a strong phonic awareness and effective blending and decoding skills, we have chosen to use a synthetic phonics programme called Little Wandle	Once children have completed the Little Wandle phonics programme, they then begin our reading journey. Children working at the expected level or above work at their current year group level in sessions called 'Comprehension Crushers'. They read texts designed for their reading age and staff activate prior knowledge, use	At the beginning of the year, the children are taught the Place Value of Punctuation and Grammar to embed their grammar knowledge before moving on to extended writing. This is mapped across our key stages to ensure progression. In Autumn 2, our writing journey commences. Our writing	From Year 2, children are taught spellings through a morphological approach. We use Spelling with Grammarsaurus to advance children's spelling skills beyond phonics by focusing on morphology. By focusing on morphology, the children learn important spelling rules and how

<p>Letters and Sounds . Synthetic phonics is a method of learning which is centred around letter sounds and phonics, blending sounds together to read and spell words and applying these skills across the curriculum. Using Little Wandle Letters and Sounds, the children learn to read fluently so that they can put all their energy into comprehending what they read. We believe that teaching children to read and write independently is one of the core purposes of a primary school, enabling them to access a broad and exciting curriculum and ensuring they flourish as learners throughout their time at our school. These fundamental skills not only hold the keys to the rest of the curriculum but also have a huge impact on children’s self-esteem and future life chances.</p> <p>Through the consistent, systematic and daily teaching of the Little Wandle Letters and Sounds Phonics programme, our children become fluent, confident readers by the end of Key Stage 1. Children are assessed at the end of Year 1 using a Government Statutory Assessment Tool (Phonics Screening Check). This screening check confirms whether the child has learnt phonic decoding to an appropriate standard and will identify sounds needing further support in Year 2. Those who do not pass the screening will continue to have focussed phonics teaching in Year 2 and beyond in our keep up or rapid catch-up groups. This allows for them to consolidate and develop their</p>	<p>echo reading, a timed read and focus on vocabulary to continue to build fluency and comprehension. Content domains are taught explicitly and children learn to do this from modelled, shared and paired examples before applying their skills independently. Children, who are not working at age related expectations, are in focused small groups to close gaps rapidly in either phonics knowledge or fluency. They are assessed to check impact regularly and groups are fluid.</p> <p>To further support the teaching of reading and develop a love of reading:</p> <ul style="list-style-type: none"> • Teachers read ‘quality texts’ during daily story time. • All classes share ‘book club’ time every day to share recommended reads from both staff and pupils. • Regular 1:1 reading for takes place alongside phonics reading squad sessions in Reception, Year 1 and 2 • A ‘daily read’ on a one-to-one basis is given to those who are below the expected level in KS2 • Shared reading takes place in English lessons 	<p>journey ensures that children recap text types, genres and story structures in different year groups to build on previous skills: text-type specific features, grammar, punctuation and syntax. Units generally last three weeks and consist of a diagnostic task, text deconstruction using a model text, and contextualised teaching of grammar, punctuation and spelling based upon gaps identified from assessment for learning. In addition to this, the explicit instruction of grammar, punctuation, spelling and syntax is delivered as prerequisite learning for each unit. Writing is then organised into sections and children use this application opportunity to cohesively organise new and existing grammar, punctuation, spelling and syntax learning. Children are taught to edit and redraft their work before writing a final version, which is assessed to inform future planning.</p>	<p>to build morphemes. This foundation enables children to spell longer words, recognise patterns, and decode unfamiliar words during reading. Before starting the scheme, children should already have a strong grasp of basic phonics ideally at Phase 5 or above.</p> <p>The Grammarsaurus scheme begins with baseline assessments, helping teachers identify class-wide trends and individual needs. The first three units for all learners, regardless of age are about consonants and vowels, compound words, and an introduction to morphology. These are the building blocks of understanding morphology and the suffixing conventions that allow morphemes to come together. From there, children explore bases, prefixes, and suffixes – along with the four main suffixing conventions that cover most English spelling changes.</p> <p>We do not assign weekly spelling lists or tests; research increasingly shows that developing a broad, transferable morphological awareness is more effective than rote memorisation. By helping children to understand the structure and meaning of words, they will be</p>
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	<p>confidence, within a group aimed at their specific ability.</p> <p>In EYFS and KS1 all children read in 'reading squads' 3 times a week focussing on decoding in read 1, prosody and fluency in read 2 and comprehension in read 3.</p>			<p>empowered to tackle unfamiliar spellings with confidence – and to apply what they know across a wide range of vocabulary.</p>
	<p>CROSS-CURRICULAR</p> <p>Reading and writing, in collaboration with aspirational vocabulary, are taught during English lessons with the intention that skills acquired are then transferred to other subjects across the curriculum. Vocabulary is explicitly taught across the curriculum.</p>	<p>INTERVENTIONS</p> <p>If a child appears to be falling behind or has a specific reading or writing need, swift interventions are introduced ensuring that needs are met and gaps in learning are closed. This is identified in lessons through assessment for learning strategies and live marking.</p>	<p>HANDWRITING</p> <p>Letterjoin handwriting is the scheme we use to teach children to develop a confident, legible and personal handwriting style</p>	
Impact	<p>PUPIL VOICE</p> <p>Through discussion and feedback, children talk enthusiastically about reading and different genres of writing, thus understanding the importance of this subject. In addition, they can talk about books and authors they have enjoyed, can make connections with their own experiences, and make reading recommendations.</p>	<p>EVIDENCE IN KNOWLEDGE</p> <p>Children will experience a range of genres and be able to write in a variety of styles and forms. They will develop independence, imagination, inventiveness and critical awareness</p> <p>Children will use literature throughout the curriculum and will make links between texts and the different themes and genres within them.</p>	<p>EVIDENCE IN SKILLS</p> <p>Children are taught reading and writing progressively and at a pace appropriate to each individual child.</p> <p>Children are expected to use synthetic phonics to enable them to decode unknown words. Teachers' subject knowledge ensures that skills taught are matched to National Curriculum objectives.</p>	<p>OUTCOMES</p> <p>Children acquire a love of reading and will see themselves as readers.</p> <p>Pupils will develop an interest in words and their meanings and will develop a growing spoken and written vocabulary. Children take pride in their work and present it neatly.</p> <p>At the end of each year, we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and</p>

Overview of Writing Learning Journey



Overview of Reading Learning Journey

