



English: Intent, Implementation & Impact Statement

This document outlines: the intent and rationale behind the English curriculum, how to deliver it and how to measure pupil progress.

INTENT

School Curriculum Intent:

For our learners our curriculum provides:

- a value-based curriculum, building from a foundation of Christian values developed at the Infant School (C of E), and enhanced at the Junior School (Community), to prepare our learners to be inclusive, respectful of themselves and others, and enable them to contribute fully within our modern, multi-cultural, British society;
- responsible citizens, successful learners and confident individuals;
- opportunities to enrich the life of our learners and provide vibrant experiences to make learning real, to open their minds to wider worlds beyond their own, and to enable them to empathise with each other, and others in different circumstances, from different backgrounds, places and times;
- a linked, language-rich curriculum to develop deep understanding and cultural capital;
- development of characteristics to enable them to contribute fully within their school and wider community, now and into the future;
- skills to develop positive relationships, and high expectations of behaviour; enabling everyone to be the best possible versions of themselves;
- a range of knowledge and skills to be equipped for the next stage of education.

At Burbage C of E Infant School, we aim to equip pupils with the tools to understand English. These tools include phonics, reading, writing, handwriting and spoken language. English is integral to all aspects of life; with this in mind, we strive to ensure that our children develop a healthy and enthusiastic attitude towards English which will stay with them and support them in the next stage of their education and beyond. At each stage of learning, children are actively supported to reach their full potential.

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.



Loving



Living

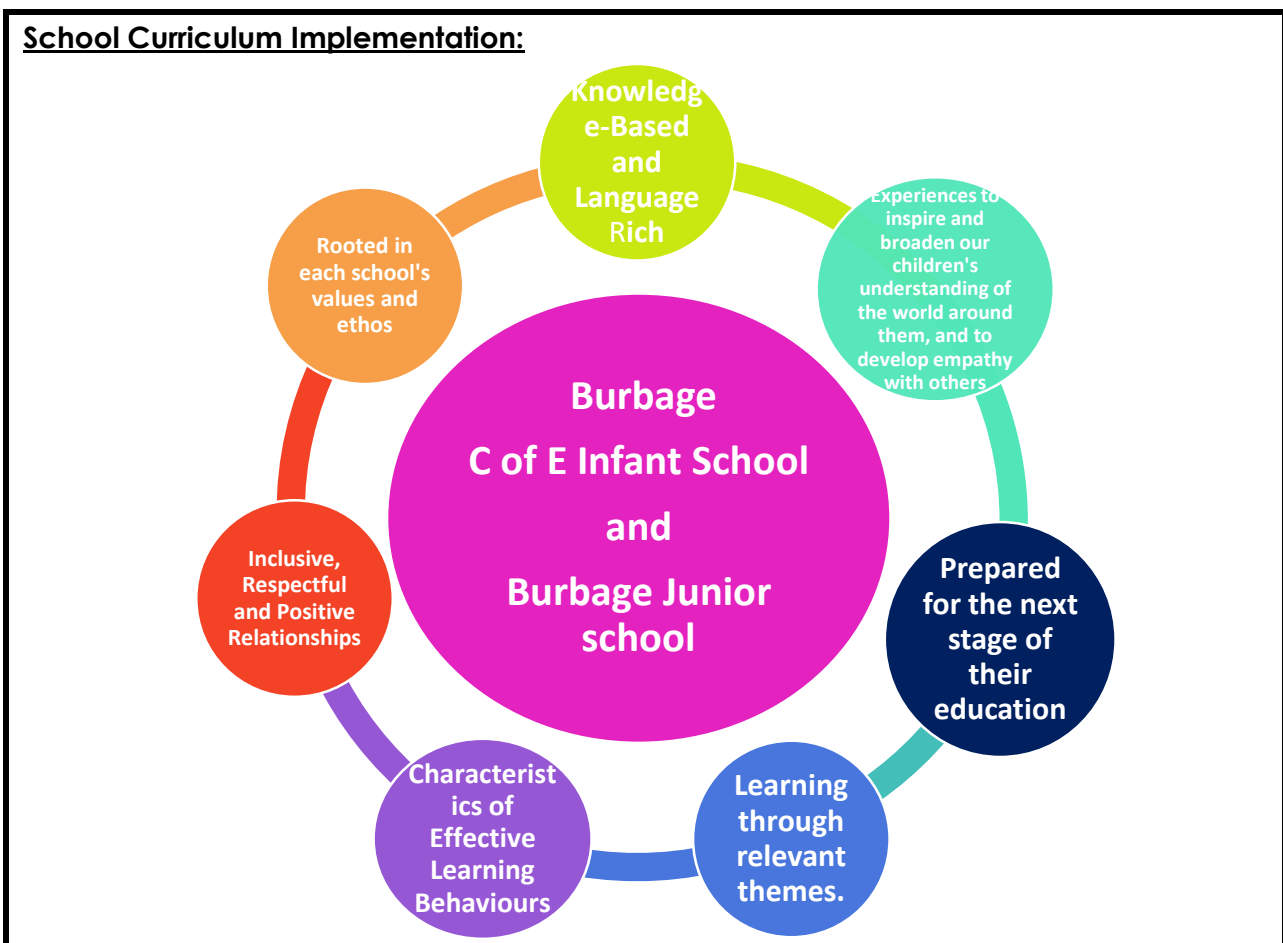


Learning

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.

IMPLEMENTATION



At Burbage Infants, we follow Anima Phonics to teach systematic synthetic phonics. The scheme is broken down into six phases, which are delivered from Early Years through Key Stage 1. Phonics lessons are taught daily, and progress is regularly assessed to ensure individual needs are met.

We introduce pupils to a range of spelling rules and patterns appropriate to their year group. These include common suffixes and prefixes, pluralisation, contractions, homophones, and irregular spellings. Spelling rules and patterns are explicitly taught and reinforced through a variety of engaging activities, such as word sort, word hunts, and word building exercises. We place a strong emphasis on the learning of high-frequency words, as these are vital for accurate and fluent writing.


We are committed to fostering a love of reading and developing pupils' reading comprehension skills. Our curriculum provides a range of high-quality fiction and non-fiction texts. We also have opportunities for independent reading. Guided reading sessions are taught following our school's Good Reader Strategies planning. There are whole-class and small-group reading activities which focus on embedding specific reading skills. Adults regularly read books aloud to pupils to promote a love of reading as well as fluency and engagement. As a school, we promote regular reading at home as well as in school. Throughout each week we send home different phonics books, a reading skills book and a library book.

At Burbage Infants, we aim to develop pupils' confidence and proficiency in writing by explicit teaching of grammar, punctuation, and spelling rules. We provide extended writing opportunities in a range of genres and for different purposes. There is a progressive writing skills curriculum as units are planned using the Burbage Infants Writing Progression Ladder. Pupils are encouraged to use a wide vocabulary, appropriate to the genre of writing.

We develop a consistent and legible handwriting style among our pupils through the Anima Phonics scheme in Reception and Year One. Then progress to the Nelson Handwriting scheme in Year Two, as this supports the beginning of joined handwriting. Effective communication skills are crucial for success in all aspects of life. We aim to promote pupils' speaking and listening abilities by providing regular opportunities for purposeful talk, both in pairs and within larger groups. Encouraging pupils to listen actively and respond appropriately to others. Developing pupils' confidence in presenting ideas and opinions to various audiences. The teaching and implementation of the Spoken Language curriculum at Burbage Infants is based on the progression of the National Curriculum objectives.



IMPACT

School Curriculum Impact: 	Pupils who take responsibility for their own actions and make a positive contribution to society.
	Knowledge of British and global society beyond their own through the curriculum.
	Able to use technology effectively and safely.
	Excellent behaviour and attendance.
	Healthy lifestyle choices- safe, healthy and fulfilling lives.
	All children to make good progress from their starting point.
	Pupils who enjoy learning and can independently explore and enquire.

The impact of our English curriculum is that at the end of Key Stage 1 our pupils achieve and make progress in line with other pupils nationally from the statutory requirements set out for English within the National Curriculum.

Assessment is an integral part of the English curriculum and not an addition to it. To ensure ongoing progress and attainment, we employ a range of assessment strategies including:

- Regular teacher assessment, using the skills and criteria outlined in the National Curriculum and the Early Years Framework;
- Formative assessment through observations, discussions, and feedback during lessons;
- Standardised testing such as phonics screening checks.
- Weekly spelling tests in Year One and Year Two
- Written work analysis, to assess pupils' literacy skills.
- Assessment data is recorded and used to inform future teaching and intervention strategies for individual pupils or groups as necessary.
- Tracking progress against age-related expectations, identifying individual support needs when required.
- Reporting to parents on their child's progress during parents' evenings and through the interim/annual report.