



DOG KENNEL HILL PRIMARY SCHOOL
English
Intent, Implementation and Impact Statement



Intent

At Dog Kennel Hill, we aim to develop children who are able to communicate their ideas confidently and thoughtfully through their writing across a range of genres and text types.

As readers, we aim to instil a love of reading in our children through exposure to high-quality texts and reading programs, whilst encouraging them to articulate their responses to what they have read.

We also look to utilise speaking and listening, particularly in drama exercises, throughout our schemes of learning.

Our curriculum reflects the national policy of promoting high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and an enjoyment of reading.

We strive to have a curriculum which is reflective of the diversity of our community and the wider world, in which all children feel seen and valued. Our curriculum reflects and helps build our school values of creativity, ambition and empathy within our learners.

Implementation

We teach writing through a topic-based approach, using books, stories, themes and other cross-curricular learning to spark interest and establish familiarity to support children in producing engaged, informed writing. We link this to our Shared Reading lessons in Key Stage 2 through looking deeper at texts and genres introduced in writing lessons.

Our Reading and Writing curriculum is sequenced to develop age-related ability in children, allowing for opportunities to build and use an increasing range of skills with confidence and control. Beginning with interest-led writing in EYFS, re-enforced by the use of familiar stories, we ensure that all learners begin their time at school in a supportive and engaging environment to grow as writers. As children grow, so does the range of sources we draw topics from – stories from other cultures, local history, heritage texts, current events and social issues.

This helps us create meaningful links to the wider curriculum, as well as providing children with experiences which lead to 'sticky' knowledge – learning which will stay with them throughout their lives.

For children in Reception – Year 6, we follow and adapt Dramatic Progress in Literacy units where the children are immersed in a text and rehearse their writing through talk and performance. These units include skills-based lessons where children become familiar and confident in using age-related skills. This includes teacher modelling, supported and shared writing, and task-led independent writing.

In Phonics, we subscribe to Read, Write Inc, ensuring our approach is systematic, consistent and rigorous in order that all children are supported at the beginning of their journey as readers and writers.



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Every class has a Reading lesson each day. In Key Stage 1, Reading is taught through Guided Reading. During Guided Reading, the children are grouped according to ability and share a text with their peers, encouraging book talk, characterisation and their ability to raise their own questions.

In Key Stage 2, classes transition to Shared Reading lessons, which are whole-class led. This allows for broader discussion of texts, genres and themes. Strategies for developing word level and comprehension skills are modelled by the teacher for the whole class. After exploring the text in detail, children are then able to respond to activities which are designed around the key comprehension skills expected from them.

As part of our assessment programme, we have SHINE intervention programmes set up in every year group where targeted intervention can address misconceptions and gaps in children's reading skills.

For spelling, we have worked alongside Dramatic Progress in Literacy to design a spelling programme which delivers the key skills needed in every year group, whilst reaching back into content covered in younger years to ensure a solid and rigorous foundation for writers not to be held back by their spelling in their writing.

Children who are identified as working below the age-related level in Reading and Writing are targeted for intervention, sometimes in extra-curricular settings. Children who are identified as having special educational needs will have targets for both Reading and Writing on their individual educational plans, which are agreed between the class teacher, Special Educational Needs Co-ordinator and the child's parents. These are linked to specific areas of the National Curriculum and are frequently reviewed.

Impact

At Dog Kennel Hill, the impact of the Reading and Writing curriculum is felt inside and outside of the classroom. Children are able to articulate their ideas and feel confident to showcase their engagement through drama. They enjoy the immersion they are afforded by well-thought-out schemes of learning and exciting texts in writing, often emulating the style of the texts in their own writing. They take pride in the presentation, content and impact of their writing. Children are able to discuss books with enthusiasm and interest, often recommending books to their peers and congregating with books in the playground. Our Library is well-used and contains a range of fiction and non-fiction books for children to enjoy.

Our KS1 and KS2 results in Reading and Writing have been consistently strong – either in line or exceeding national averages. In the case of Writing, attainment has been higher or significantly higher than National averages.

In Reading, we use Rising Stars NTS test to assess the children. These are standardised termly progress tests to measure and predict progress against the national curriculum, tailored not just to the year group but coverage of the curriculum expected at each assessment point during the year.



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In Writing, children are assessed primarily with reference to the independent writing they complete during the schemes of work. This is usually a showcase of their skills towards the end of a teaching sequence.

The quality of writing in English and curriculum books is evaluated by learning walks, drop ins, pupil conferencing and work scrutinies. These inform future areas for improvement and the impact of new initiatives. The English subject leader provides an action plan for the subject and addresses areas for development and improvement which is then shared with all staff.

We believe our curriculum prepares learners for the next steps in their learning journeys. It leads them to become informed, enthusiastic and skilled as readers and writers who can engage with texts and the world around them as reflective and independent thinkers.