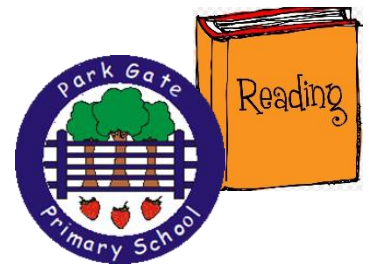


English Intent statement



Intent: Introduction, Vision and Philosophy (reading and writing)

At Park Gate Primary School, English is an integral part of our learning journey every day and it is woven into our whole school curriculum. Our children are immersed into rich texts, exposed to both classic literature and new, exciting novels to spark their engagement, creativity and imagination through carefully chosen whole class texts, either linked to a project or taught discretely. From careful exposure and impactful activities, children are able to use these texts to create a real purpose in their writing and develop a love for reading in and out of the classroom.

Implementation: : What does Reading look like at Park Gate?

At Park Gate Primary School, our intent is to foster a lifelong love of reading in every child. We aim to ensure that all pupils develop the necessary skills to become fluent, confident, and enthusiastic readers who enjoy both reading for pleasure and purpose. Through a rich and varied reading curriculum, we strive to immerse children in high-quality texts that broaden their vocabulary, deepen their comprehension, and open up new worlds of imagination and knowledge. We believe that reading is the key to unlocking the curriculum and to a child's future success, and we are committed to ensuring every child leaves our school as a proficient reader.

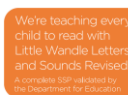
In order to achieve this, we are committed to:

- Teaching early reading through our chosen systematic, synthetic phonics programme Little Wandle Letters and Sounds to ensure every child achieves decoding and fluency as quickly as possible.
- Daily catch up and keep up sessions for those children needing more time to secure their phonic knowledge and fluency throughout the school.
- Providing access to a wide range of diverse and engaging literature that reflects the backgrounds, experiences, and interests of our pupils.
- Weekly library visits where children are exposed to and encouraged to explore a wide variety of texts, authors and genres.
- Promoting reading for pleasure alongside reading for purpose, so that children see books as both tools for learning and sources of enjoyment.
- Teaching reading in KS2 through carefully planned VIPER sessions in order to broaden and develop reading skills for all children.
- Ensuring that by the end of Key Stage 2, children are able to read fluently and with confidence in any subject in their forthcoming secondary education.

Impact: Evidence and Assessment

For children in Reception and Year 1, all children are assessed at the end of every half term using the Little Wandle assessments. From this, teachers are able to identify children and groups who have gaps in their learning or need more time to secure particular elements of teaching. Little Wandle catch up and keep up sessions are then planned for those children. This happens daily and children are assessed after 3 weeks in order to identify whether those gaps have been filled or if more time is needed to secure knowledge. In Years 2-6, children who are still on the Little Wandle programme are taught daily by a trained adult in the Rapid Catch Up Programme. They are assessed every 3 weeks in order to identify gaps and continue moving through the programme.

In KS2, the consistent application of VIPERS ensures progression and cohesion in the teaching of reading skills. Children become analytical, reflective readers who can engage with a wide range of texts across genres and subjects. Regular formative assessments help teachers identify gaps in VIPERS skills and fluency and targeted interventions are planned to support those who require additional help, ensuring no child is left behind. Children's progress is measured using the English National Curriculum and our whole class text long term plans ensure we continue to cover a wide range of reading genres and texts across year groups.



Implementation: : What does Writing look like at Park Gate?

At Park Gate Primary School, we recognise that children join our school with a range of experiences and exposures to different texts. We therefore ensure that the journey from first forming letters into simple words, to writing extended pieces that really have an impact on anyone reading it, is an exciting one. In order to motivate and develop resilient writers, we use well-chosen texts, films and authors; thrilling, engaging, purposeful projects; drama and spaces beyond the classroom; intriguing objects and situations as well as writing for real purposes. By the end of Year 6, we hope to have confident, aspirational authors, who want to entertain through their writing and gain a real enjoyment from creating their own pieces.

- Daily, carefully planned and taught lessons of the Little Wandle phonics programme from Year R-2, with catch-up sessions in lower KS2 for children who need it.
- English in Year R is all about encouraging mark making, sparking a brilliant imagination and instilling a lifelong love of reading and writing.
- Whole-school progressive English curriculum, where English is the lead subject for every project all children complete from Years 1-6.
- Carefully picked-out texts for each writing piece or project, which aim to spark creativity, engage each child and bring enjoyment to each lesson.
- Each lesson is taught with a clear objective and is broken down into small sections to ensure all children achieve their very best.
- In each lesson, resources will be given out to ensure all children achieve, some examples are: word cards, example sentences, and personal dictionaries.
- All children to have an opportunity in every project to write with purpose, for a selection of audiences and in a variety of forms.
- 'Recap and Review' to start all lessons from Year 1-6. These focus on previous learning to ensure retention of knowledge and skills.
- Years 3-6 have weekly Spelling Shed lessons. These lessons are year group specific and teach rules and year group spellings. Spelling Shed can also be used for interventions if catch-up is needed.
- Every child is taught to write using the 'Kinetic Letters' programme. This is to ensure all children have the opportunity to develop legible and fluent handwriting.

Impact: Evidence and Assessment

Our teachers use formative assessment at the end of each written piece (this varies from project to project). The children are assessed based on the spelling and grammatical elements which they have been taught. Every child's progress is measured using the English National Curriculum and our English Long-Term Plan. Summative assessments are used throughout the year at different points to gauge the progress the children have made throughout the year. They also allow the teachers to highlight gaps in learning and plan accordingly for the following projects or interventions. As a school we use cluster moderations and internal school moderation opportunities to validate our judgments and provide professional dialogue about children's learning and progress.

Statutory summative assessment happens in Year 1 and Year 6. In Year 1, the children are assessed on their phonics knowledge and are screened at the end of Year 1. Where as in KS2, Year 6 are formally assessed through SATs and this tests their reading, spelling and grammar knowledge. Within every year group staff make a summative assessment of children's academic ability 3 times a year. These assessments are woven into our pupil progress review meetings and reporting to governors.