



English: Intent, Implementation & Impact

Curriculum Intent

It is our intent at Maulden Lower School to provide pupils with a high-quality education in English that will teach pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

To write effectively, children need to develop their skills in two strands of learning:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

In our English lessons, we use a variety of quality texts in each year group to provide a solid understanding of good grammar, spelling and punctuation and to extend the children's vocabulary. We seek to motivate the children to write by providing opportunities for writing in a range of different genres and for different purposes. The development of writing skills is promoted in all lessons across the curriculum and is not confined to English lessons

Curriculum Implementation

At Maulden Lower School, children participate in daily English lessons which focus on speaking, listening and vocabulary; reading comprehension and word recognition; spelling, punctuation and grammar; and composition skills in order to write for a range of different purposes and audiences. We use quality texts to inspire the children to read and write. The texts provide examples of good grammar, spelling and punctuation. They extend the children's vocabulary.

It is important to us that children are able to read fluently and for pleasure. Reading is a high priority in our school and each class holds a daily reading half hour, usually first thing in the morning.

We teach daily phonics lessons in the Early Years Foundation Stage and Key Stage 1, following the Read Write Inc scheme. Small groups of children will also continue to receive regular phonics teaching in Key Stage 2, as required.

Teaching and learning about writing is encouraged through all subjects in our curriculum where children are given the opportunity to demonstrate the writing skills they have learned in English lessons.

Phonics

Our school follows the Read Write Inc. system which teaches phonics in the following order:

Set 1 Introduced in Reception	Set 2 Introduced in Reception	Set 3 Introduced in Year 1	Additional Sounds
m a s d t l n p g o c k u b f e l h sh r j v y w th z ch qu x ng nk	ay – May I play? ee – What can you see? igh – Fly high ow – Blow the snow oo – Poo at the zoo oo – look at the book ar – Start the car or – Shut the door air – That’s not fair! ir – Whirl and twirl ou – Shout it out oy – Toy for a boy	ea – Cup of tea oi – Spoil the boy a_e – Make a cake i_e – Nice smile o_e – Phone home u_e – Huge brain aw – Yawn at dawn are –Care and share ur – Nurse with a purse er – A better letter ow – Brown cow ai – Snail in the rain oa – Goat in a boat ew – Chew the stew ire – Fire, fire! ear – hear with your ear oe – woe my toe ure – Sure it’s pure ie – tie your bowtie ey – monkey bogeys	ue – come to the rescue au – Paul the astronaut e-e – go to Pete and Steve! kn – knock knock who’s there? ck – tick tock clock wh – whisk whisk ph – take a photo ss ff ll zz long vowel sounds - a e i o u

Spelling

Children in Years 1 - 4 complete weekly spelling practice sheets at home and school using the Look, Say, Cover, Write, Check method. They will be tested on these spellings weekly. The spellings are based on phonic or grammatical knowledge required in each year group and are adapted to suit the needs and abilities of different groups of children.

Handwriting

From Preschool onward, we encourage mark making and independent writing. Children have access

to a wide range of activities which develop their fine motor skills for writing such as threading, playdough, cutting and colouring activities.

In Reception, children are taught how to write the basic letter shapes and good pencil grip is encouraged and developed. From Year 2 onward, joined handwriting is formally taught and encouraged in order to improve the children's speed and fluency. We have high expectations of children's handwriting in all lessons across the curriculum

Curriculum Impact

Maulden Lower School has raised a community of enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills. Children are confident in their reading and writing, and love to discuss and share their ideas. Outcomes of work in both literacy and topic books evidence the high quality of work and the impact of varied and cross-curricular writing opportunities. These enable children to write for a range of different audiences and adapt their writing successfully, considering the purpose. Children apply PSHE learning objectives whilst working collaboratively and practically to create and perform stories and poems. Their Oracy skills are developed through discussing the texts they read in class. Children are well prepared for the next stage of their life due to the solid foundations they have in speaking, listening, reading and writing.

We measure the impact of our English Curriculum through:

- formative teacher assessment of pupils' achievement
- summative assessment of reading and writing each half term
- statutory assessments (Phonics Check in Year 1 and SATs in Year 2)
- pupil progress meetings
- pupil surveys and pupil voice activities
- parent surveys
- lesson observations
- monitoring pupils' work
- curriculum reviews
- behaviour and attendance
- interest in extra-curricular activities