Head:
Mrs J Currant

Tel:
01438 354913

Broom Barns Primary School

Homestead Moat, Stevenage, Herts. SG1 1UE

Deputy Head:
Mrs J Phillips

Assistant Head:
Mrs L Hogan

Email:admin@broombarns.herts.sch.uk

English Intent, Implementation and Impact Statement

Intent

At Broom Barns Primary School we believe that a high quality English curriculum should develop children's love of reading, writing and discussion. Our curriculum closely follows the aims of the National Curriculum for English (2014) and Early Years Statutory Framework (2021) to enable all children to:

- 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 art of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- enjoy writing and adapt it for a range of purposes
- apply a range of reading and writing skills and techniques across the curriculum.

These aims are embedded across our English lessons and the wider curriculum. We provide the means for children to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Rigorous assessment and review ensure that we are able to provide targeted support so that all children experience success in English; we believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully and achieve.

Implementation

Early reading is supported through high quality phonics teaching in the Nursery using phase 1 of Essential Letters and Sounds. Children further develop their phonics in Reception and Key Stage 1 using the Essential Letters and Sounds and National Curriculum spelling guidance. Regular training and development days ensure that staff are equipped to teach with the expertise and skills required to promote excellent progress, as well as a love of reading. In KS1 and KS2, spelling is taught both discretely and throughout lessons. Children learn spellings both in school and at home. In KS2, when children have completed the phonics programme, they develop deeper reading skills and further investigate spelling strategies. Each class's timetable is organised to enable weekly access to the library, with an up to date selection of books to provide quality reading materials for all children to promote reading for enjoyment. The children also take part in organising and developing their classroom reading area and an annual competition ensures that efforts are recognised. All teachers promote writing across the curriculum and writing takes a high priority in displays, including a whole school writing display. All children have opportunities for regular independent reading as well as a daily whole class story time.

When planning literacy lessons, teachers make links to other areas of the curriculum to ensure that cross curricular links provide further context for learning. In KS1 and KS2, teaching blocks focus on fiction, non-fiction or poetry, in line with the 2014 National Curriculum, with grammar embedded in lessons. Lesson sequences themselves build progressively

towards an extended piece of writing, following the HFL Essential Writing scheme. Handwriting is taught discretely and teachers promote a high level of pride and presentation across all written outcomes.

Assessment for learning is embedded in English lessons and children are active in reviewing the successes in their learning and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their work. Teaching staff follow a clear marking and feedback policy ensuring that children receive effective feedback in all aspects of their learning in English.

Impact

The organisation of the English curriculum has ensured that Broom Barns is a community of enthusiastic readers and writers who enjoy showcasing their developing English knowledge and skills. Children are confident to take risks in their reading and writing and love to discuss and share their ideas. Outcomes of learning in both English and topic books evidence the high quality of work and the impact of varied and cross curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

Despite low starting points, outcomes at the end of Key Stage 2 are generally in line with those nationally.