



# English Vision

at

## Western Downland CE (VA) Primary School

*Intent, Implementation, Impact*

### Intent

We believe that all children should:

- speak, read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment.
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.
- have an awareness of audience.
- have a secure understanding of spelling, punctuation and grammar
- be able to write with ease, speed and legibility

### Implementation

- Our Learning Journey approach to the curriculum is designed to develop children's knowledge and understanding of Reading, Writing and Spelling from the Early Years through to the end of Year 6.

- In school, we follow the National Curriculum and use Hampshire (HIAS) English Progression Guidance – Reading, Writing and Spelling Version 2 (July 2015) as a guide to support teachers with their planning and assessment.
- Each Year group follows a series of Learning Journey units across the year.
- Each Learning Journey unit from Year R to Year 6 includes: a text driver, key reading statements and key writing statements.
- The unit includes tasks that ‘stimulate and generate’; ‘capture, sift and sort’ and ‘create, refine and evaluate’.
- Scaffolding is provided for children to offer support and build towards independence.
- Teachers plan and use pre-teaching and afternoon interventions to support e.g. Totem
- Grammar and punctuation are both taught discretely and as part of the text topic.
- A class text is read to the children every day.
- Reading skills are taught in Guided Reading sessions 4-5 times a week. Years R-2 follow the Little Wandle programme. Years 3-6 use a variety of texts including Complete Comprehension resources.
- Speaking and listening skills are promoted throughout all subjects (discussion partners etc.) and opportunities are provided for public speaking (e.g. school council elections).
- Spelling is taught following the Jane Considine approach from Year 2 based on strong phonics teaching with a focus on teaching children the connections between words, sound associations, etymology and patterns.
- Every child has a reading book to take home matched to their reading level; they are also encouraged to read additional books from the school library.
- The library provides a diverse range of books for children to read and to stimulate enjoyment of reading.
- Handwriting is taught at least weekly to ensure correct letter formation, fluency and legibility.

## Impact

- Children show confidence in believing that they will achieve.
- Each child achieves objectives (expected standard) for their year group.
- Children listen attentively and actively, asking questions to further their understanding.
- Children speak confidently and clearly with a wide vocabulary.
- Children enjoy reading for pleasure.
- Children write fluently and legibly.
- NFER termly tests (Reading, Grammar & Punctuation, Spelling) provide data to support our assessments on children’s understanding.