


Intent, Implementation and Impact Statement

Subject Leader Curriculum Intent, Implementation and Impact Statement			
Subject: English - Writing		Subject Leaders: Charlotte Scott	
Intent	Research link	Implementation	Impact
<p>To teach children to use spoken language and write fluently so that they can communicate their ideas, thoughts and emotions to others and also to equip them with the reading and listening skills to enable others to communicate with them.</p>	<p><i>'Exposure to a wealth of quality language and vocabulary is what ultimately allows children to become better writers.'</i> Emma Hughes-Evans (author)</p> <p><i>'Education should be rich, relevant and ignite pupils' passions, so they value themselves and the lives they want to lead.'</i> Jane Considine (Hooked on Books)</p>	<p>Keystones Engagement: through hooks and rich texts Developing knowledge and skills: through structured learning journey plans, using EYFS profile, National Curriculum and the Barksbury Federation Curriculum, a long-term progressive overview specific to the needs of Barksbury children, the three-pronged approach for reading. Innovation: through dynamic and exciting lessons, purpose driven unit outcomes, using reading to enable outcomes across the curriculum. Expression: Children are given time to celebrate and reflect on their writing.</p> <p>Learning Values Perseverance: children are encouraged to keep trying with aspects of their writing such as spelling and handwriting and stamina for longer pieces of work. Lessons are pitched at a level that challenges children (Goldilocks- 'just right'). Respect: Listening to the ideas shared by others without judgement. Texts used encourage children to think of respect for all (e.g. culturally diverse stories). Collaboration: Working with others to build on their ideas to create deeper</p>	<p>Children are supported to achieve their full potential and overcome their personal barriers to learning. All key stones Evidence: book scrutiny, planning, learning walks.</p> <p>Children retain, build on and develop the knowledge and skills learnt in English across all curriculum subjects (following the cycle of engage, build, consolidate). Key stone 2 Evidence: planning, book scrutiny across different subjects.</p> <p>Children see themselves as writers and are able to explain the relevance of their lessons and learning to the wider context. Key stone 3 Evidence: learning walks, pupil conferencing, planning.</p> <p>Children acquire the English language knowledge and skills they need to communicate skilfully both verbally and in writing across all curriculum subjects and in all aspects of their personal development. Key stone 4</p>
<p>To provide challenge to all learners, through high quality texts and inspiring, engaging and progressive task design.</p>	<p><i>'In essence, differentiation is about understanding what your children already know and can do and responding to that knowledge in a way that moves their learning forward.'</i> Sue Cowley (Teacher educator).</p> 		

<p>To support those children with additional needs including SEND/PP/EAL, helping them to overcome the barriers to them achieving their full potential.</p>		<p>thoughts, language and structure of work- giving peer feedback. Opportunities for group work throughout learning journeys.</p> <p>English Leadership English leaders use pupil conferencing, book scrutiny, data analysis, learning walks, staff training/updates and resource checks to support staff and ensure the English curriculum achieves what we intend it to. English leaders are creative and innovative in leading the curriculum, demonstrating a passion for the subject. Continuous research keeps the teaching English up to date at Balksbury Federation. English leaders keep communication with staff open to provide support throughout. English leads will attend Core Provision meetings and English Conference, relaying new information back to staff.</p>	<p>Evidence: Learning walks, pupil conferencing, feedback/ observations from staff.</p>
<p>To equip children with the knowledge and skills they need to express themselves verbally and in writing across all curriculum subjects.</p>	<p><i>'The more that you read, the more things you will know. The more that you learn, the more places you will go.'</i> Dr Seuss. Tom Sherrington's book- 'Rosenshine's principles in action' outlines the importance of revisiting and practising to secure knowledge in long term memory. 'Clear knowledge goals make learning more precise.' Using a curriculum where the phase objectives revisit and progress through the key stages provides children the opportunities necessary to make progress.</p>		
<p>To support children in developing fluent transcription skills so that they can transfer words from their mind to their writing with increasing automaticity.</p>	<p><i>'Children need to develop a 'spelling voice' in their heads; a voice that considers alternatives, notices root words, and recalls rules and tricks. Talk is vital to this process.'</i> Ruth Baker-Leask (NAAE) <i>'The idea of having phonics in the background is a good idea. Traditionally, people have talked about when children are reading books to encourage them to use multiple cues to try and work out unknown words, but we now know that phonics is the most effective way of working out unknown words, and it doesn't always work but it's the method the children should try first. In the older year groups, you're not necessarily teaching them explicit phonic rules in class so much but you are encouraging them to use their phonics knowledge all the time when they're reading and spelling.'</i> Professor Julia Carroll Sam Strickland- Recalibrating School Culture</p>		

	<p><i>'You permit what you promote. You promote what you permit.'</i></p>		
--	---	--	--