



English Intent, Implementation and Impact at Suffield Park Infant and Nursery School

Intent

At Suffield Park Infant and Nursery School, English is an integral part of the curriculum. We want all our children to be lifelong readers. Through literacy, in all its forms, children learn to both make sense of the world and shape their place within it, making sure they become the best that they can be.

We plan an inclusive and inspiring learning journey that allows all children to receive a rich education in reading, writing and speaking. We encourage children to articulate their thinking, be imaginative and to be successful. We want to immerse our children in stimuli to inspire them and present our pupils with creative opportunities to develop and apply their reading and writing skills across the curriculum. At Suffield Park, we want our children to be able to express themselves with confidence, and to communicate their ideas clearly. We strive to build a culture where reading for pleasure is valued. We intend for our children to build their knowledge and develop an increasingly wide range of vocabulary. We equip children with transferable skills, which can be adapted to support them in all their learning. We work to involve our community in supporting our young learners, through partnerships with our local schools, volunteer readers and local authors.

Implementation

Our teaching of English is built upon the foundations of the Early Years and National Curriculum. However, staff ensure that our curriculum is enhanced and extended with additional skills and knowledge; as and when appropriate or necessary for our children. We recognise that a quarter of our children need extra support due to their additional needs.

Reading is taught through a daily blended approach of whole class or guided sessions. Lessons are planned around the Power of Reading texts and are supplemented by additional guided reading, alongside daily phonics lessons. We teach our children key reading skills and apply these to high quality texts.

Children are encouraged to read widely from the library, selecting from a range of authors and genres. Children are expected to read at least three times a week at home, they are then rewarded with an incentive to motivate them. Developing readers have access to a reading scheme, which is phonetically decodable. Children are offered chances to swap books in their classrooms so they can have varied free books to read at home. Reading suitcases are also sent home to encourage a love of reading within the family. We also have a regular world book week in March, book sales and pyjama story sessions throughout the year.

Writing is inspired by and planned around stimuli, which is selected by teachers, to engage their pupils. These include a combination of high quality texts, topic links or stimulating experiences. Through our English lessons, our children are able to plan, edit, and evaluate their writing. They are encouraged to use innovation to change parts of the story or rewrite new endings. We actively look for opportunities for children to apply their writing skills across the curriculum. All children are taught the correct formation of the letters and in addition spelling and grammar sessions are taught alongside lessons based on texts.

Communication and spoken language is a clear focus at Suffield Park and with a SRB on site, we are lucky to be supported by staff well qualified to recognise any speech difficulties. We have planned vocabulary development throughout the curriculum and staff use working walls and visual prompts. This helps children to make links and develop their speaking and listening, as well as their writing across the curriculum.

Impact

At Suffield Park Infant and Nursery School we can judge the success of our English curriculum in the following ways:

- Progress for all children is evident, regardless of their starting points.
- Children love to read and know books can be a source of knowledge, entertainment and enjoyment.
- 75% children meeting age related expectations and beyond in Reading
- A high than national level of children reaching GDS in reading
- 73% children meeting age related expectations and beyond in Writing
- Learning walks (including those with governors and external visitors) – show evidence of our intent in action.
- Teaching allows all children to gain knowledge and master skills and it meets the needs of all learners.

- The learning environment is rich in language to support children's learning and support independence.