



# English Curriculum



## Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Lake Farm Park we believe that English embodies the important skills of phonics, reading and writing together with speaking and listening. It lies at the heart of communication skills, leading ultimately to an empowerment of future acquisition of knowledge and the development of the whole child. English unites the important skills of reading, writing and speaking and listening, and therefore cannot be seen as separate entities. It is essential that, in order to communicate effectively, a child needs an environment rich in language to develop successfully.</p> <p><b>In light of this we intend:</b></p> <ul style="list-style-type: none"> <li>To develop children’s ability to communicate effectively by listening attentively and speaking with fluency and confidence.</li> <li>To develop communication skills in order that children speak, read and write Standard English fluently and accurately.</li> <li>To enable pupils to read and write with confidence, fluency and understanding.</li> <li>To instil enthusiasm and responsiveness to English in all its forms as part of the wider curriculum.</li> </ul>	<p>Our commitment is that <i>the teaching of literacy is prioritised, particularly language, communication and phonic development</i>.</p> <p>It is therefore vital that the teaching of English is well structured, practised and monitored in order that every child is able to move forward with confidence. At Lake Farm Park Academy we believe that the teaching of English includes the acquisition of language skills, where exploration and internalisation of vocabulary is essential and is the cornerstone of reading for pleasure and the ability to convey meaning clearly in both the written and spoken word. We use the Read Write Inc. programme to establish a consistent approach to allow pupils to begin their reading and writing journey in our Early Years and throughout the school.</p> <p>The English curriculum is organised into both distinct daily, allocated, teaching time sessions and cross curricular learning opportunities; where skills are practiced with equal importance. Teaching and learning methods differ in content as appropriate to children and may include individual work, peer work, group work and whole class teaching.</p> <p>A variety of teaching methods need to be adopted in order to accommodate children’s differing learning styles; therefore planning for the teaching of English include visual, kinaesthetic and auditory activities. The statutory guidance for the 2014 National Curriculum provides the framework upon which all learning is based. Planning for the seven areas of learning and development in Nursery and Reception classes comes from The Early Years Foundation Stage (EYFS) documentation.</p> <p>Planning for the teaching of English stem from a benchmark of skills already acquired by children and supports progression through appropriate and challenging targets.</p> <p><b>Reading:</b> The teaching of Reading at LPPA is based around the promoting a love for Reading which looks at the acquisition of word reading, fluency and comprehension skills.</p>	<p>As a result of our approach, we will develop enthusiastic readers and writers who enjoy showcasing their developing literacy knowledge and skills.</p> <p>They will build their confidence to take risks in their reading and writing, and love to discuss and share their ideas. Children will develop a love for writing and an appreciation of writing as a form of communication.</p> <p>They will develop the skills to write for a variety of purposes and audiences and to recognise the characteristics of different genres. They will develop their skills to write legibly, plan, draft, edit and present their finished work.</p>



# English Curriculum



## Intent, Implementation and Impact



	<p><b>We teach reading through:</b></p> <ul style="list-style-type: none"> <li>❖ Whole class explicit taught Reading skills from Reception to Year 6 using Solo Taxonomy and our reading dogs.</li> <li>❖ Shared Reading</li> <li>❖ Phonics decoding and word recognition</li> <li>❖ Individual Reading</li> <li>❖ Ongoing assessment of pupils skills to ensure appropriate/accurate matching of independent reading books through Accelerated Reader (Years 2-6) and Bug Club (Years N-1)</li> <li>❖ Small group and individual support to overcome minor difficulties</li> <li>❖ Specialist individual teaching for children with more profound difficulties</li> </ul> <p><b>Writing:</b></p> <p>The teaching of writing at LFPA will be based around the acquisition of transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing) skills to promote writing as an essential form of communication for pupils.</p> <p><b>We teach writing through:</b></p> <ul style="list-style-type: none"> <li>❖ High quality reading texts and written models</li> <li>❖ Explicit teaching of writing genres and writing for a purpose</li> <li>❖ Both explicit lessons and embedding/application of spelling and grammar within their written work</li> <li>❖ Challenging and ambitious vocabulary</li> <li>❖ Progression of skills to build up writing</li> <li>❖ Cross curricular links to allow writing opportunities across subjects</li> <li>❖ A process which allows pupils to appreciate the significance of editing, revising and drafting their written work</li> <li>❖ Pupils taking responsibility and ownership of their own personal targets and writing development</li> <li>❖ Opportunities for pupils to share their writing</li> </ul>	<p>They will develop their ability to transfer their writing skills into other areas of the school curriculum and will recognise what is needed to produce different genres.</p>
--	---	--