



# English

## Intent, Implementation and Impact Statement

This document outlines: the intent and rationale behind the English curriculum at Beaconside Primary & Nursery School, how we deliver it and how we measure pupil progress.

# Intent

At Beaconside Primary and Nursery School, we believe that English is fundamental to pupils' lifelong learning and personal development. Aligned with our vision to provide a safe, inclusive, and stimulating environment, our English curriculum is designed to equip pupils with the knowledge and skills necessary to confidently navigate a rapidly changing world. We aim to nurture articulate, reflective, and independent communicators who respect diversity and demonstrate reflection and ambition in their learning. Our curriculum is carefully structured to meet the needs of all learners, including those with SEND, and supports the development of high standards in language and literacy, essential for success across all areas of the curriculum and beyond.

Our English curriculum intent is underpinned by the following principles:

- **Strong Foundational Knowledge:** We prioritise early development of reading, writing, and spoken language skills, recognising that automaticity and accuracy in these basics enable pupils to engage with an ambitious curriculum.
- **Vocabulary as a Cornerstone:** Vocabulary development is central to progress in reading, writing, and spoken language. We actively work to narrow the word gap through dialogue, shared reading, and explicit teaching of word meanings and relationships.
- **Comprehensive Reading Curriculum:** Pupils secure phonics decoding skills and develop fluency and comprehension through exposure to large and progressively complex texts, supported by explicit teaching of background knowledge, vocabulary, grammar, and literary conventions.
- **Effective Writing Skills:** Pupils learn transcription skills (spelling and handwriting) alongside composition skills (planning, drafting, revising, and editing) to write clearly, accurately, and coherently for a range of purposes and audiences.
- **Spoken Language Development:** We emphasise spoken language as foundational to literacy, providing structured opportunities for discussion, debate, drama, and presentation to build confidence, vocabulary, and comprehension.
- **Cultural and Social Understanding:** Our curriculum reflects and celebrates cultural diversity, fostering respect, tolerance, and inclusion, and enriching pupils' social and spiritual development through literature and language.

## Key Aims

- To develop pupils' fluency and confidence in reading, writing, speaking, and listening through a broad and rich range of high-quality texts and genres.
- To build pupils' vocabulary and linguistic knowledge to support clear and effective communication.
- To ensure mastery of systematic synthetic phonics and foundational transcription skills, progressing towards fluent reading and writing.
- To foster critical thinking and comprehension skills that enable meaningful engagement with texts and ideas.
- To support pupils in becoming motivated, self-critical learners with a lifelong love of reading and writing.
- To nurture pupils' understanding of cultural diversity and promote fundamental British values through English learning.

# Implementation

Our English curriculum is implemented through a structured approach, ensuring progression and continuity from EYFS through to Year 6. Key features of our implementation include:

**Phonics and Early Reading:** We have a systematic approach to teaching phonics starting in EYFS. Programme-specific systems and terminology such as actions, mnemonics, prompts, key words and routines to teach knowledge and skills are embedded to ensure we do not confuse pupils by mixing material from different programmes or across different year groups; this is known as 'fidelity to the programme'. We are currently using Read, Write Inc. Pupils read books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. These books are often referred to simply as 'decodable' books. Phonics sessions vary in length, but will provide opportunities to consolidate previous learning, learn new content and practise and apply what they have learnt. Sessions are delivered as a class or small groups with one-to-one or small-group support for any children who need extra help. Sessions will always consist of direct teaching with pupils participating by listening and responding, and by practising and applying what they are learning. Our systematic phonics programme includes sufficient 'decodable' books or texts, so that children can practise, at school and at home, their increasing knowledge of GPCs and their blending skill in meaningful contexts. Well-organised teaching spaces allow pupils to focus on what they are learning and resources for children to refer to are in a place where they can find or see them easily.

**Spelling (Yr 2 – Yr 6):** Based on phonics, morphology and etymology, our approach includes main teaching inputs, which are then followed up with additional activities that can be carried out immediately after the input during an extended session or revisited throughout the week in order to consolidate the learning further.

**Whole Class Reading:** An instructional approach that involves all students in a classroom engaging with a selected text simultaneously. This promotes a shared reading experience, fostering collective learning and discussion. Teachers primarily utilise whole class reading to enhance literacy skills, with a focus on fluency, comprehension, vocabulary development, and critical thinking. Typically, texts are chosen to expand the range of genres pupils access and their diverse needs, ensuring that all learners can access the material. By encouraging collaborative exploration of texts, this approach aims to cultivate a love for reading while developing essential analytical skills.

**Reading Comprehension:** Pupils will have planned opportunities to develop their ability to read text, process it and understand its meaning. This relies on two, interconnected abilities: word reading (being able to decode the symbols on the page) and language comprehension (being able to understand the meaning of the words and sentences).

**1:1 Reading:** All pupils (EYFS/KS1) will have at least one session per week reading 1:1 with an adult to allow for further 'check-ins' and assessment of progress. For pupils whose reading ability is below the expected age-related level, this is more frequent. In Key Stage 2, pupils whose reading ability is below the expected age-related level, will also have regular sessions.

**Class Text:** In addition to the texts used in English lessons each class has a class text which is shared for enjoyment and vocabulary development.

# Implementation

**Grammar & Punctuation:** Direct instruction is provided to introduce specific grammatical concepts and rules, ensuring that pupils acquire foundational knowledge. This is followed by planned opportunities to apply these concepts during writing tasks, allowing learners to practise and reinforce their skills in context.

**Handwriting:** We follow the Kinetic Letters handwriting scheme, a scheme that is grounded in the theory of kinesthetic learning, where movement and physical engagement are integral to skill acquisition. This approach emphasises the importance of body movement and spatial awareness in developing handwriting skills. By incorporating multi-sensory techniques, children are encouraged to embed correct letter formation and fluency through active participation. As the scheme expands to targeted groups in Key Stage 2 (KS2) and plans for broader rollout across KS2, it aims to further enhance writing competence and confidence in pupils, fostering a solid foundation for their future education.

**Instructional Teaching:** Teachers model writing techniques using a 'I do, we do, you do' approach, supporting pupils to plan, draft, revise, and edit their work effectively.

**Spoken Language Activities:** Structured opportunities for speaking and listening enhance pupils' oral language skills and confidence.

**Assessment for Learning:** Ongoing formative assessment and feedback guide teaching to meet individual needs.

**Professional Development:** Staff engage in continuous training to apply research-informed best practices in teaching English.

Our KS1 & KS2 curriculum focuses on threshold concepts —READ, READ, and SPECS—ensuring pupils develop a coherent and deep understanding of language and literature.

Pupils will:

- Acquire secure phonics decoding skills and language comprehension to become fluent readers.
- Develop writing skills for a range of purposes and audiences.
- Build a broad and tiered vocabulary, including subject-specific and high-utility words, to enhance both oral and written expression.
- Engage with diverse texts that enrich their cultural knowledge and empathy, reflecting the values of respect, tolerance, and inclusion central to our school ethos.
- Develop oral language skills to be able to communicate confidently and respectfully .

Progress (knowing more and remembering more) is assessed using a variety of formative and summative assessment tools.

In addition to statutory assessment (EYFS, Phonics and KS2 SATS), the following summative assessment tools are used to measure progress:

- termly reading comprehension assessments
- termly reading fluency assessments
- termly teacher assessment writing judgements

Formative assessment tools are a range of procedures/activities that provide information to enable teachers to adjust instruction, adapt their teaching and provide feedback. These tools will include, but not restricted to:

- Questioning: teachers ask a range of questions, in various ways, to gauge pupil understanding, identify knowledge gaps, and tailor instruction to meet individual need
- Think-Pair-Share: pupils individually think about a question, discuss it with a partner, and then share their thoughts with the class
- Whiteboard Checks: pupils write down answers or solutions on whiteboards for the teacher to read/assess
- Quizzes: low-stakes, brief quizzes to gauge understanding
- Self-Assessments: pupils reflect on their own learning and understanding
- Peer Assessments: pupils provide feedback to each other's work or ideas
- Observation: teachers observe pupils' work and participation to assess understanding
- Hand Signals: Students can use hand gestures to indicate their understanding of a concept.

These tools are all evidence-based strategies and promote the following:

- Clarifying, sharing and understanding learning intentions and success criteria
- Engineering effective discussions, tasks, and activities that elicit evidence of learning
- Providing feedback that moves learners forward
- Activating students as learning resources for one another
- Activating students as owners of their own learning.

# Impact

Teachers meet with the headteacher and SENCo at the end of every term where every child's progress in reading and writing is reviewed along with quality assurance of evidence of progress and learning. Outcomes of the pupil progress meeting are then shared with the subject leader and future planning, provision and CPD for staff are adjusted accordingly.

## **Wider Impact**

The English curriculum at Beaconside contributes significantly to pupils' personal, social, and academic development. By fostering strong communication skills, it empowers pupils to participate confidently in school life and wider society, supporting our aim to develop valued citizens who respect cultural and religious diversity. Reading for pleasure is promoted to inspire curiosity, creativity, and empathy, enriching pupils' cultural capital and preparing them for future educational stages and lifelong learning. Our focus on vocabulary, comprehension, and writing fluency also supports pupils' success across the curriculum and equips them with the tools to meet the challenges of a complex world with confidence and independence.