



Intent	Implementation	Impact
<p>Our school vision states that: We aspire for all at Parsonage Farm to feel valued and cared for, to have a continued excitement for learning, ensuring success as they journey onwards.</p> <p>At Parsonage Farm we aim for all children to become confident, resilient and independent readers, writers and speakers and listeners. We want our children to become motivated and enthusiastic readers and writers, and to read and write for pleasure.</p> <p>We will prepare the children for the next stage in their education, aspiring for them to read and write at least at the level appropriate for their age, and for them to develop a love of English.</p> <p>Our English curriculum will equip the children with skills they need to read and write, developing fluency and understanding in their reading and an ability to write for different purposes using grammar, punctuation and spelling rules in their writing. They</p>	<p>Curriculum design</p> <p>At Parsonage Farm, children begin their English journey in the Early Years through exposure to high quality speaking and listening experiences, including the development of conversational skills, through opportunities for purposeful talk, role play and good modelling. Daily Drawing Club, in Year R, develops vocabulary and instils a love of the written word, and regular story time and other shared story experiences begins a culture of reading for pleasure.</p> <p>In KS1, English units are planned using a good quality text driver and follow the HIAS learning journey model. Children develop speaking, listening, reading and writing skills following carefully planned learning journeys. Across the course of a year, all National Curriculum objectives are taught with further opportunities to practise. Daily story time continues the culture of reading for pleasure. Word reading skills are taught through our Twinkl phonics programme and reading more generally, through a mix of our English lessons, guided reading and 1:1 reading.</p> <p>English is taught daily in each year group within timetabled whole class sessions, small group and 1:1 work, and through daily routines and experiences. Within EYFS, English learning may be recorded, where appropriate, individually, on a display or in a floorbook. In KS1 children have English books. These are available for staff, children and parents to access throughout the year. Progress in reading is recorded on monitoring sheets and through dialogue with parents in their home/school reading record.</p> <p>As a school we have an agreed set of teaching and learning principles that all staff use to ensure they are delivering the highest quality lessons to our children. These can be found here: https://www.parsonagefarmschool.co.uk/page/?title=Curriculum&pid=29</p> <p>Enrichment</p> <p>At Parsonage Farm the children are given many additional opportunities to enrich their English skills. These include:</p> <ul style="list-style-type: none"> • Billy Bear’s Book Bag – where each week 3 children from each class take home a bag of carefully selected quality picture books to share at home. • Weekly visits to our school library and borrowing a new book each week to share at home. The School Library Service regularly refreshes our selection of books, both in the library and in our classrooms, so that reading for pleasure is encouraged. Children have access to other books they can borrow from the classroom as often as they like, that are broadly pitched to their own reading level. • Taking part in the Hampshire Picture Book Award, where children experience and enjoy, then evaluate and vote for their favourite book from a shortlist of four recently published works, provided by Hampshire School Library Service. Their individual votes are added to those of children across the county and they are excited to discover the winner and the fate of their personal favourite, later in the year. • Cross-curricular reading and writing opportunities, e.g. using computers and iPads, developing fine and gross motor control in PE activities. • Visitors to the school including story tellers, authors and visiting theatre companies so that reading comes alive! • Curriculum enrichment days such as World Book Day where the emphasis is on reading for enjoyment. <p>Children requiring additional support</p>	<p>Assessment of English</p> <p>Within our Early Years classes, teachers are continuously assessing children’s English through quality interactions in play, group sessions and whole class sessions. These assessments are on-going and inform a best-fit half-termly assessment to ensure children are working towards our end of EYFS goals.</p> <p>In Key Stage 1, teachers formally assess children’s progress in English each half term. A range of strategies are used to continually assess the children including daily observations, recorded work and discussions with the children. Children’s reading is monitored through daily phonic lessons, half termly formal 1:1 phonic assessments, and through weekly 1:1 whole text reading. Handwriting, spelling and grammar are continually monitored through regular written work. The constant monitoring of English</p>

<p>will also develop legible, neat handwriting with correctly formed letters.</p> <p>The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading and enjoyment. The National Curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • read easily, fluently and with good understanding • develop the habit of reading widely and often, for both pleasure and information • acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language • appreciate our rich and varied literary heritage • write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, 	<p>We support pupils to meet their potential. Children who need additional support receive lessons or interventions designed specifically to meet their needs. This can take the form of additional adult support or scaffolding within a lesson, working in a small group to address any gaps in learning, pre-teaching, or interventions, such as precision teaching or fine and gross motor support groups.</p> <p>Reading</p> <p>At Parsonage Farm, children are taught to read through a variety of approaches, including one-to-one teaching, focused Guided Reading sessions and daily phonics lessons.</p> <p>Children begin reading books from the Twinkl scheme, and others which have been matched to the order of the sounds taught in Twinkl lessons. They will learn to decode and read high frequency and tricky words. Phonics is at the heart of learning to read and the books are linked to the phonics being taught in class. When they are ready and have mastered the basics, the children read a range of different texts, both fiction and non-fiction, to broaden their experiences and to promote reading for pleasure.</p> <p>Across the school, children take reading books home regularly and are also given the opportunity to borrow books from our library.</p> <p>More information about our phonics curriculum can be found here: 938D34A811F168B48B941DA1C19F1BE1.pdf (parsonagefarmschool.co.uk)</p> <p>Writing</p> <p>Our children are given opportunities to write every day, either through focused English lessons, phonics and handwriting sessions, or child-initiated, independent activities. Writing opportunities are embedded in all subjects across the curriculum and we strive for the children to develop positive attitudes to writing and to increase their stamina as they progress through the school. At Parsonage Farm we ensure that children write for different purposes and experience writing different genres and that they are aware of their audience – why are they writing and who is it for? Children are taught the value of planning and rehearsing their writing, editing and evaluating their work.</p> <p>Handwriting</p> <p>We strive to give our children the best possible start in developing their handwriting and follow the Early Years and National Curriculum Programmes of Study.</p> <p>We have our own handwriting style and have identified a clear progression of skills: from the physical preparation for handwriting and securing the correct letter formation to beginning to join and building up speed and stamina. Across the school we ensure that the children have opportunities to develop their fine and gross motor skills, both of which are essential for developing good handwriting.</p> <p><i>Parsonage Farm handwriting style:</i></p>	<p>informs planning so that lessons and support are pitched appropriately and ensure that children can make excellent progress.</p> <p>As a result of our approach to English, our children become more fluent readers and competent, confident writers. They are capable orators, confident to speak in class and articulate their views. All children make good progress from their starting points and are given the opportunities, support and encouragement to meet their full potential.</p> <p>Our English provision:</p> <ul style="list-style-type: none"> • Ensures we are meeting National Curriculum requirements • Provides sufficient support for children to become fluent readers • Promotes reading for pleasure both inside and outside the classroom • Enables children to spell well, using both taught phonics and whole word learning • Ensures children have the vocabulary and
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purposes and audiences

- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

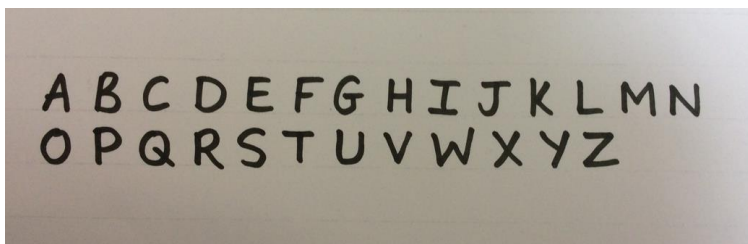
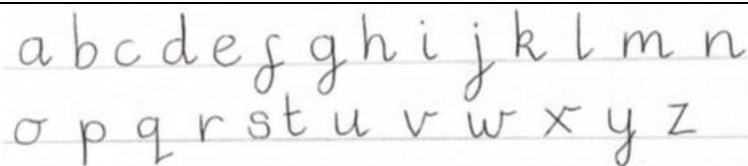
English is a statutory subject, meaning there is a National Curriculum to follow:

[National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

We have a clear progression of skills for English across the school which can be found here:

Reading - [8D33BC7822294FAE4153DBFA31651BBA.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315974/8D33BC7822294FAE4153DBFA31651BBA.pdf) (parsonagefarmschool.co.uk)

Writing - [416DA9C315A977A7ED1ECA0A3369FOEB.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315974/416DA9C315A977A7ED1ECA0A3369FOEB.pdf) (parsonagefarmschool.co.uk)



Parsonage Farm number formation style:



Spelling

At Parsonage Farm, we don't believe that spelling *tests* are beneficial – spellings that are learned at home for a test are not always embedded in the children's independent writing at school.

Instead, the children are taught specific spellings and we have many visual reminders and resources to help them learn, and from early on, the children are expected to check their spellings of key words. Our children learn to spell, building words using their phonic knowledge and learning whole “common exception” words through the Twinkl phonics programme. This learning is then embedded and reinforced through all other writing opportunities and through feedback when working or marking with the children.

Speaking & Listening

Learning how to take turns in conversation, speak clearly with purpose and listen carefully to each other are a priority at Parsonage Farm and we have embedded their teaching and learning in all aspects of our pupils' school life. Our core and foundation curricula provide multiple opportunities for children to express themselves on a variety of topics and the use of drama and role play in many subjects, provides further experience of using spoken language. Pupils are encouraged to speak on all topics and their “pupil voice” can be found recorded amongst their written work and in the class floor books that evidence our foundation subjects.

grammar to create interesting written pieces and to write for different purposes

- Ensures children form their letters correctly, and can join their writing effectively by the time they leave us.