

**The Jubilee Hub of The Jubilee with Pebblebed Federation**

**Subject Intent Statement for English**

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| **Our Vision**‘Be who God meant you to be and you will set the world on fire.’St Catherine of Siena |
| **Intent**In the Jubilee Hub of the Jubilee with Pebblebed Federation, we believe that words are the building blocks of learning. Language is the means by which children are able to express who they are and influence those around them, thereby fulfilling the school vision to ‘Be who God meant you to be and you will set the world on fire’. It is our intent therefore, to provide children with an inspirational English curriculum that will create a thirst for the development of vocabulary. This in turn will lead to an ability to communicate effectively across all areas of the curriculum, both orally and when writing, whilst developing reading skills to increase independence. We recognise the importance of nurturing a culture where children take pride in their written work, where they can write clearly and accurately and adapt their language and writing style for a range of contexts. Therefore, we deliver a cross-curricular approach to the teaching of Literacy, engaging children by teaching from high-quality texts in many genres which are, wherever possible, linked to their learning in other areas of the curriculum. Children are able to experience real examples of writing: they are introduced to a range of local authors, as well as those from different countries and cultures. By understanding our children, their interests and their experiences, we are able to seek out exciting opportunities which allow for the development of writing for all. Children are encouraged to read and write for a range of practical purposes and audiences, while developing enjoyment in reading and writing for their own sake and as a means to develop their creativity, through the expression of their ideas, knowledge and opinions.  |
| **Implementation**In the Jubilee Hub, the explicit teaching of vocabulary is a key aspect of Literacy education which stretches across the curriculum. * Lessons will begin with exploration of new vocabulary, while displays around the schools focus children’s attention on words. Words of the week are explicitly taught and practised and children are encouraged to make appropriate use of vocabulary mats, dictionaries and thesauruses when writing.
* A range of strategies will be used across the school day to enable children to practise and embed new vocabulary, using it first in the context of conversation and discussion and then in their own writing.
* Reading and writing are embedded in lessons across the curriculum to give children opportunities to develop their fluency, as well as recognising the importance of these core skills for learning in every subject.

Reading and writing are taught through sequences of **class Literacy lessons** with a clear intended outcome and purpose. * The Jubilee Hub’s Literacy overview ensures that children are taught within the context of a wide range of genres, including both fiction and non-fiction every term, as well as poetry sequences at least once each year. Texts are carefully selected to support cross-curricular links with other subjects, whether that be through the texts read or those written by the children.
* At the start of each Literacy sequence, children will be asked to write in the genre that they will be using for the final piece of writing, to inform teachers’ assessment of their recall of previous learning. It is intended that the context of this writing be familiar to children, to enable them to best display their writing skills.
* At the end of each Literacy sequence, children will once again be asked to produce a piece of writing in this same style or genre, in order to assess progress through the sequence.
* During the Literacy sequence, children are encouraged to read and analyse high quality examples of writing and to use these as models to inform the style, language and structure of their own writing.
* Children are expected to explore and comment on the effect of authors’ choices of words and language, as well as considering ways in which they might adapt and use similar grammatical structures, vocabulary and stylistic features in their own communication.
* Children will be given opportunities during each writing sequence to practise writing in the required style and will be expected to respond to feedback and marking to develop and refine their skills.
* Editing and proofreading skills are modelled by adults and explicitly taught to the children.
* It is expected that teachers will link their choices of texts or subject matter for the children’s writing to other areas of work in the curriculum, to enable a depth of understanding and communication about the subject matter.
* Children are encouraged from Reception age, to talk about their ideas and thoughts before committing these ideas to paper.

Core Literacy skills are also taught in discrete lessons which focus on a particular aspect of the curriculum: * phonics
* spelling, grammar
* handwriting
* guided, paired, independent or adult one to one reading.

These lessons will make use of a range of resources to which the school subscribes, such as:* No Nonsense Spelling
* No Nonsense Grammar
* Spelling Shed
* Phonics Bug
* Bug Club reading and comprehension
* Bug Club Grammar and Punctuation
* Spag.com

Much of the teaching in these skills’ lessons is in a ‘carousel’ style to enable explicit teaching to particular age-groups, within a mixed-age class, of the content and objectives appropriate to their level. Meanwhile, other groups will undertake independent consolidation work or collaborative challenges, such as working in a role-play area or ‘DEN’ (Discussing, Exploring, Negotiating) to develop their knowledge, communication and research skills. Children are given opportunities to utilise, practise and embed their Literacy skills across the curriculum, through discussion, research and writing. They are encouraged to reflect on and recognise the contribution that their Literacy skills have to their learning in other areas of the curriculum through regular reference to themselves as learners using our learning behaviour animals and self-assessment of their own learning. Teachers also provide children with models for their reading and writing: children are read to regularly by adults and participate in shared and guided writing activities and adults aim to model enjoyment of reading, writing and exploring language by reading to and with children, sharing news about their own reading and writing activities and writing their own pieces. Children are encouraged to develop a love of independent reading, which is promoted through regular visits to the library and award schemes that reward children’s reading achievements at home. This will also be encouraged through events that promote enjoyment in reading or writing, such as the celebration of World Book Day and BBC Live Lessons. In addition, once each term, children take part in a special ‘Ready, Steady, Write’ day which is intended to encourage their independent writing. ‘Ready. Steady, Write’ days are celebrated as a whole school and centre around exploration of a well-known song, rhyme or story, to which the children will respond with a piece of written work. On these occasions, adults will also, wherever possible, complete their own pieces of writing, in order to inspire and motivate the children in their writing and model concentration and extended writing. Children’s writing is celebrated in school in a variety of ways, through high-quality displays and weekly sharing assemblies as well as class plenary activities.  |
| **Intended Impact*** Pupils will develop enthusiasm for reading and a habit of reading regularly, which will set the foundations for a life-long love of reading.
* Pupils will develop a rich, age-appropriate vocabulary through which to express their ideas, opinions and knowledge; they make exciting and adventurous vocabulary choices in their writing.
* Pupils will become confident in writing in a range of styles and genres and show pride in their writing, both in English and across the curriculum.
* Pupils will develop the grammatical understanding needed to be able to discuss their reading and writing and to talk and write with accurate syntax and grammar where it is required.
* Pupils will be able to apply the patterns and rules taught effectively, to develop and maintain accuracy in spelling.
* Pupils will develop a neat, legible, consistent, style of cursive handwriting.
* Pupils of all abilities will be able to succeed in English lessons, as work will be appropriately differentiated and scaffolded.

Pupils will achieve progress that is at least in line with age-related expectations and national averages in all areas of the English curriculum. |