

ENGLISH INTENT FOR OUR PROGRAMME OF STUDY: KNOWLEDGE, PROGRESSION, COVERAGE

(PRIOR, NOW, NEXT)

*Our core school intent runs through every aspect of our teaching and learning. It is our philosophy and approach in every subject area. It is **how** we teach and learn. Every leader commits to this. But every subject must have its own Programme of Study - its own lines of progression for the knowledge and skills we plan to teach and therefore its own rationale/intent for **what** we teach and learn. This is the English rationale for this 'prior, now and next' .*

Using the National Curriculum, we have designed a study programme which build progressively and logically over seven years.

It is our overriding intention to consider the development of **writing** as the degree to which young writer's can use their knowledge of a wide range of grammatical and punctuation skills and techniques to ensure that any piece of writing meets its **core purpose** and hits its **desired audience**. This is the spine that runs through our philosophy and we have designed our curriculum to enable this to happen using at all times the full and complete requirements of the National Curriculum as our statutory guidance.

The deployment of **'Writer's Craft'** skills to achieve a particular effect in writing is separated into five key areas across school. These areas are: **Sentence & Vocabulary; Punctuation; Cohesion; Writing Process; Purpose & Audience**. The gathering of **new vocabulary** is an endless, essential stream whilst the introduction of **new sentence structures, language devices, punctuation** and, crucially, devices for **cohesion** (or 'sticking bits together' as we jokingly refer to it) form carefully measured, progressive areas of knowledge that we have designed to be revisited and enhanced over and over again in a stream of differing purposes and contexts. Confident application of these **'Writer's Craft'** aspects is imperative. They are the toolkit for success. The **Writing Process** aspect guides us consistently through the process of writing within learning units. We offer frames and structures at the right time to support our emergent writers but then encourage the children to develop these and move away from these as their confidence, knowledge level and independence grows.

Transcription runs throughout our Writing Programme of Study as the **spelling** and **handwriting** aspects form constant threads for our teaching and learning. There is particular emphasis upon the spelling - which although summarised in our Progression & Milestones documents binds strongly across both the reading and writing aspects in line with our prominent and constant phonics input to all those who require it.

A key commitment throughout our approach is the **ever present role of children's speaking and listening**. These are very prominent features of the earlier stages in each of our taught units. **Gathering ideas** involves immersing in, gathering and storing new words, story structures and styles of writing. Before we can commit work to paper, we must first be able to rehearse and re-tell what we want to say verbally. This principle remains throughout the course of our studies.

Word Reading and **Comprehension** form the two aspects of our Reading Programme of Study. Clearly there is a deliberate focus upon the intensive **Word Reading** aspect in the initial stages of the children's Mayfield journey. The starting point for our children mean this is more essential than ever and the provision for Word Reading support remains throughout the seven year journey with continued monitoring and intervention led by trained staff. **Early Reading** is the key aspect in our planning and preparation for our English curriculum - our children need this! Our approach to **Comprehension** builds alongside the development of the **Reading Domains** - with a daily, short, sharp focus upon comprehension being devised to capture and maintain attention at the outset of each learning day as the children apply their Word Reading skills.

Running together, these various strands deliver exactly what we set out to do and work fully alongside our whole school 'How' intent. It is a system which builds knowledge and skills in a way that is right for our children from their starting points.