



Statement of Intent for English at Hogarth Primary School

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Intent

At Hogarth Primary School, the intent of our English curriculum is to foster a love for language and literature. Our aim is to increase children's confidence, enjoyment, and ability in reading, writing and oral communication. We believe that pupils in our school should become confident readers, speakers, listeners and writers through a broad and balanced curriculum. Our curriculum follows the Literacy Tree scheme which is a book-based approach to the teaching of English. This literary programme immerses children in a literary world, creating strong engagement and providing exciting and authentic contexts for learning whilst also ensuring that the teaching of both reading and writing has a rigorous and sequential approach that ensures that all pupils receive high-quality teaching tailored to their individual needs. We aspire to cultivate and nurture passionate readers and writers who are well prepared for the challenges of KS3 and lifelong learning.

Our English curriculum is designed to:

- **Promote literacy development:** We use quality texts across the school to promote high standards of language and literacy which provide children with a strong understanding of the spoken and written word. In addition to this, we ensure that our curriculum is systematic and well sequenced which ensures the development of essential skills in reading, writing, speaking and listening. We strive for all pupils to be proficient in these areas by the time they leave primary school.
Encourage a love of literacy: It is our intention that pupils at this school will develop the habit of reading widely and often, for both pleasure and information. We aim to develop passionate readers and writers by exposing pupils to a diverse range of engaging texts, including both classic and contemporary literature, which reflects various cultures and perspectives. We promote a love of reading and writing whereby children want to read and write independently with enjoyment.
- **Develop critical thinking skills:** Through the high-quality teaching of reading and writing we want to inspire children to thoughtfully engage with texts. Children will be encouraged to think critically about the texts they encounter and to analyse, evaluate and make personal connections and interpretations of a range of quality texts.
- **Enhance communication skills:** Prepare children with the skills needed for them to be able to express their ideas clearly and effectively, both orally and in writing, ensuring they can articulate their thoughts with confidence.

Implementation

Reading

It is our belief that reading is the most essential skill our pupils will develop during their time at primary school. Because of the value we place on reading, we work hard to create an atmosphere that promotes a love of reading alongside a curriculum that develops the essential reading skills required to be successful at both primary school and into KS3 and we achieve this in the following ways:

- Children are exposed to a variety of rich texts from various cultures, genres and historical periods to ensure that all children see themselves represented and develop empathy for others
- A systematic phonics programme is employed, rooted in evidence-based practices, which begins in Reception and continues through Year 2. Regular assessments ensure that interventions are provided promptly for any pupils who require additional support.
- In Reception and KS1, alongside the teaching of phonics, children receive daily, planned 'story time' sessions that develop a love for literature and develop both fluency and comprehensions skills.
- In KS2, teachers deliver daily reading lessons using the Literacy Tree reading scheme. High-quality, whole-class reading lessons are delivered and develop the skills children need in order to read fluently. In addition to this, our reading lessons allow children to practise becoming active readers by learning the skills of predicting what will happen next in a story; activating prior knowledge and using their background knowledge; being able to visualise the story in their head; summarising the main points in a story; making links to other stories and other reading they have done; retrieve details from what they have read; use deduction skills to be able to infer; work out the meaning of unknown words and vocabulary; discussing author's language and word choice and using these skills to show overall understanding of what they have read.
- A strong emphasis is placed on reading for pleasure our school library is well-stocked and classrooms have a wide range of reading texts for children to choose from. We organise regular reading events, book fairs, and author visits to stimulate interest.

Writing

At Hogarth Primary school, we want to enable our pupils to write with confidence, coherence and accuracy for a variety of purposes and audiences. We aim for all children to enjoy and recognise the value of writing. We achieve this by:

- We have employed the Literacy Tree scheme which is used across the school to ensure a progression of skills and consistency of teaching. This includes a sequenced approach to the teaching of spelling and grammar to ensure that children can write with grammatical accuracy and accurately apply spelling patterns within their writing.
- Our qualified teachers deliver daily, high quality writing lessons, which are clearly structured to allow children to develop essential knowledge and skills. Children are taught specific skills to create a piece of writing over a unit of work.
- The regular teaching of handwriting to enable children to write with a neat handwriting style.
- Children are encouraged to be independent writers from a young age and draw upon their personal and reading experiences within their writing.

- At our school, we promote children to view themselves as an author by critically engaging and discussing a breadth of rich texts. We aim to ensure that we promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment.

Impact

We measure the impact of our English curriculum through a variety of means that evaluate pupils' progress and the effectiveness of our teaching methods:

Standardised assessment: Regularly administered assessments show that the majority of pupils achieve or exceed age-related expectations in reading and writing and that the majority of children make good progress in both of these areas of the curriculum.

Reading - Our latest results show that 71% of children achieved the expected standard in reading which is 3% below the national average, but 23% above the results for the previous year. 36% of children achieve the greater depth standard in reading, which is 12% higher than the previous year.

Writing – In writing, 64% of children achieved the expected standard, which is 8% below the national average, but 16% above the percentage of children achieving this standard in the previous year. 7% of children were assessed as achieving the greater depth standard, which is 6% below the national average.

SPaG – In spelling, punctuation and grammar, 71% of children achieved the expected standard which is 1% below the national average and a 5% improvement on the previous year's outcomes. 25% of children achieve the greater depth standard for SPaG.

Pupil engagement and attitudes: Observations of lessons and pupil surveys indicate high levels of enthusiasm and engagement in English lessons, with pupils expressing a growing passion for reading and writing.

Parental Engagement: Parental engagement with reading has increased and the school continue to offer opportunities for parents to support their children's literacy learning. There is an increase in the number of parents attending literacy initiatives such as reading cafés and workshops.

At Hogarth Primary School, our English curriculum is not just about attainment; it aims to develop confident communicators and enthusiastic readers, fully preparing them for their future educational journeys and life beyond school.