

## **English at Cecil Gowing**

### **Intent**

At Cecil Gowing Infant School we endeavour to “inspire imaginations” and to develop and foster a love for reading and writing that is lifelong. We aim to provide motivating and purposeful opportunities for reading and writing. In all areas of learning we encourage children to be resilient and take risks in their learning. Our intent is for every child to leave our school with the skills of a reader and writer.

When they leave Cecil Gowing Infant School we want our children to be...

- Children who can express themselves and their ideas confidently.
- Children who are able to maintain listening and attention when talking to others.
- Children who speak clearly and coherently for a range of different purposes.
- Children who are enthusiastic and fluent readers with a passion for knowledge and a love of literature.
- Children who actively read for pleasure and are able to express their opinions and preferences when it comes to reading.
- Children who have had a rich and varied exposure to literature, nursery rhymes and songs so that they carry this knowledge with them beyond our Infant school.
- Children who write confidently with the reader in mind.
- Children who use an extensive range of vocabulary in both spoken and written language.
- Children who display excellent transcription skills and that their writing is well spelt, punctuated and presented.
- Children who are able to reflect on and improve their reading and writing.
- Children who show resilience and stamina when reading and writing.

## **Implementation**

At Cecil Gowing Infant School we teach children synthetic phonics daily using a systematic scheme called Twinkl Phonics which uses songs, rhymes and actions to embed learning. Our reading scheme is closely aligned to the progression of Twinkl Phonics to allow children to access phonetically decodable books as their phonics knowledge grows. Each child reads their reading scheme books in a one-to-one session with a trained adult at school at least once a week. These books are also taken home to be shared with parents. We also provide eBooks via the Twinkl Phonics scheme for children to read at home, to further embed the learning from phonics lessons. Children are exposed to and taught a wide variety of nursery rhymes and songs with weekly singing lessons led by a trained music teacher. Each year group of children are read a bank of well-known and loved stories every day in daily, protected sessions. Guided reading is used in different ways across the year groups and sessions are comprehension and discussion focused. Adults are well versed in modelling language back to children from early communication through to more complex sentences using the right tense, structure and a wide ranging vocabulary. We use a variety of stimuluses and methods (including drama, books, objects and talk) to teach and embed the skills needed for writing. In Key Stage 1 we use VCOP display boards to support children to improve and develop their own writing. Through drama based learning children have the opportunity to explore real life, purposeful learning which inspires their imaginations and gives them motivation to write. Children are given a mixture of specific verbal and written feedback and personalised targets discussed in order to improve their writing.

Children in Reception learn poems from “The Poetry Basket” regularly. In Reception children are encouraged to explore the environment and develop their own stories supported by story scribing to promote positive attitudes towards writing. In Reception language is pre-taught through the use of “vocabulary hoops”. Our planning approach in Reception responds to young children’s natural curiosity and exploratory drive and imagination which develops cognitive and social skills, language skills and fine and gross motor skills.

## **Impact**

The children at Cecil Gowing Infant School are taught the skills necessary to grow into confident, enthusiastic and imaginative speakers, readers and writers. They also develop into children who read to gain knowledge, as well as for pleasure. We carefully monitor the impact our English curriculum has on individual children's progress and attainment through both external and internal assessments. The information from these assessments is analysed and this informs us of areas of strength and our next steps for development. Standards in English at the end of key stage 1 are in line (and above) with national average and arising issues are addressed effectively in school. The majority of pupils make good progress and additional support is put in place where needed. We know that as children move on from Cecil Gowing Infant School their imagination, creativity, confidence and high aspirations will travel with them and continue to grow and develop as they do.