

The more that you read,  
the more things you will  
know. The more that you  
learn, the more places  
you will go.

**Dr Seuss**

There are many little  
ways to enlarge your  
child's world. Love of  
books is the best of  
all.

**Jacqueline Kennedy**

There is more  
treasure in books  
than in the pirate's  
loot on Treasure  
Island.

**Walt Disney**



## English Vision Statement

### Intent:

At Uplands Primary School, it is our intent that our English curriculum should develop a life-long love of reading, writing and communication. It should also support our four core values: **creativity, resilience, respectfulness and kindness**. We aim to inspire an appreciation of our rich and varied literary heritage and develop the habit of reading independently, widely, often and with fluency. We aim to provide an environment which inspires and supports our children's development, both as readers and writers. We believe that by giving our children the opportunity to explore a wide variety of texts and genres, this enables our children to become increasingly aware of purpose, audience, form, voice, written language structures and rhythms, generic markers, language registers and conventions – the foundations of a child's understanding of our written language systems. We also intend them to be confident in the art of speaking and listening and enable them to use discussion to communicate and further their learning. We recognise the importance of parents and carers in supporting their children to develop both grammar, spelling and composition skills, and so we encourage a home-school partnership which enables parents and carers to understand how to enhance the skills being taught in our school.

### Implementation:

These aims are embedded across our daily English lessons and the wider curriculum. English is taught in whole classes and each year group has a well-organised English curriculum using learning journeys (see our website for further details) that provide many purposeful opportunities for reading, writing and discussion. The journey uses high quality texts, extracts and unit drivers and is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. It accommodates children's very different learning styles within a common framework and allows for planning to be adapted to suit the varying needs of individual children. By following a clear pathway of progression, which focus' on our children's 'next steps', a secure basis in literacy skills is achieved. Our curriculum closely follows the aims of the National Curriculum for English and is supported by Hampshire.

In addition to daily English lessons our children benefit from a structured phonics programme from year R to year 2, spelling and guided reading sessions from year R to year 6, reading aloud practice, a rich and well stocked school library which is supported by Fareham SLS and a colour banded progressive reading scheme which aims to build confidence and fluency in our younger readers. We provide inspiring opportunities through our World Book Day programme and author visitors such as Paul Geraghty and Jamaican poet Valerie Bloom, allowing children to benefit from interacting with positive role models from the local and wider locality. Children are given opportunities to explore a wide variety of forms and styles as well as having ample time to work on their writing – thus increasing their ability and stamina to manage extended texts. Quality WAGGOLS, shared writing and ‘in the moment’ modelled writing, from teachers and teaching assistants, is used to stimulate and generate ideas for children to explore as a means of communication. Feedback to children is prompt and they are encouraged to be reflective learners, aware of their goals and responsibilities as writers and how their writing, reading or communication choices might impact or influence others. Children are given different ways and means of composing and publishing writing, including digital and multi-modal texts, related to purpose and audience. Teachers are able to embed English skills by using cross curricular opportunities. Spelling and grammar, linked to language and form, is taught, modelled and explored as an integral part of our writing curriculum. The Nelson handwriting style is taught and pupils are encouraged to develop a legible, joined and fluent style which empowers them to write with speed, confidence and pride.

### Impact:

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the reading and writing journey being well established and taught thoroughly in both key stages, children are becoming resilient, more confident readers and writers and by the time they are in upper Key Stage 2, reading fluency is established, most genres of writing are familiar to them and they feel proud to showcase their work as well as that of others. Teaching then focus’ on creativity, writer’s craft, sustained writing and manipulation of grammar and punctuation skills. Our English SATs results, in both key stage 1 and 2, are consistently higher than the national average and our results place us in the top four schools in Hampshire. We believe we develop a community of enthusiastic readers, writers and communicators, equipped with the necessary English skills to be *‘the best they can be’*.

