

Highfield Middle School

English

Intent, Implementation and Impact

2022

Intent

At Highfield Middle School, we aim to enable the children to become enthusiastic, independent and reflective learners. We recognise that success in English has a direct effect upon progress in all other areas of the curriculum; it is crucial in a child's overall development and ultimately success in later life. Therefore, the overarching aim is to 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 reading for enjoyment.

We aim to ensure that all pupils

- *read easily, fluently and with good understanding*
- *develop the habit of reading widely and often, for both pleasure and information*
- *acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language*
- *appreciate our rich and varied literary heritage*
- *write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences*
- *use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate*

National curriculum 2013

Implementation

- 1) We identify starting points by baseline testing, including phonics, for Year 5 on entry, which highlights strengths and weaknesses of the children.
- 2) An English transition unit is completed by first schools and our own Year 5 staff to ensure a smooth transition in learning by the students and a prompt awareness of strengths and weaknesses.
- 3) Quality first teaching of English skills missed due to the pandemic - with weak areas identified by baselines and the transition unit.
- 4) Reluctant readers, or those pupils who struggle with reading, are supported by extra reading sessions with dedicated staff, who engage them in practising fluency, phonics and comprehension of age appropriate texts.
- 5) A phonics scheme - Read Write Inc Fresh Start - is used strategically to ensure there is support to help children catch up with missing reading skills.
- 6) Independent reading is promoted and encouraged through the use of Accelerated Reader.

Pupils are tested each half term to assess their reading level, ensuring that pupils are reading appropriately challenging books. Pupils take a quiz after each book they read so progress can be monitored.

- 7) There is a dedicated reading lesson in Years 5 and 6, which focuses on developing pupils' level of understanding of texts. Pupils are taught to explain the meaning of words, make inferences; predict what might happen, explain a writer's choices, retrieve information; and summarise the main ideas from a whole class text.
- 8) There is a vibrant whole school approach to promoting a reading culture and ethos - with quality reading time built into the school day, regular author visits, World Book Day celebrations, reading topic boxes, a book club, reading certificates; all supported and led by our Year 8 Reading Leaders.
- 9) Quality writing is taught and encouraged through modelling, shared writing, supported composition, guided writing and targeted group work. With children given ample opportunities within the curriculum to apply their understanding of the text type in their own writing
- 10) Handwriting standards are monitored and promoted by all staff. A Highfield Handwriting Code has been introduced so that all staff and students are aware of expectations in handwriting. Handwriting practice forms part of the English curriculum in Key Stage 2, while there are extra sessions to support children who need further help.
- 11) To ensure a smooth transition to high school, an English transition unit is completed by all students in the Summer of Year 8 and the Autumn term of Year 9. This is planned and coordinated with high school English teachers..
- 12) Standards within the English department and literacy across the wider school are monitored by the English lead, senior leadership, colleagues from the Tyne Community Learning Trust and School Improvement Partner: with learning walks, book study, lesson observations and working groups.

Impact

- 1) Children are engaged in regular reading for pleasure
- 2) Children are able to read and understand age appropriate texts
- 3) Children falling behind are identified quickly and timely intervention ensures the pupil is able to catch up.
- 4) Children develop fluency in reading to aid enjoyment and understanding of texts.
- 5) Children are able to gain a deeper knowledge through their reading
- 6) Children form good reading habits which are sustained beyond the school
- 7) Children can commit to memory key learning and avoid cognitive overload when learning new facts and information
- 8) Children are able to write fluently and legibly for extended periods in preparation for high school
- 9) Children can spell correctly all high frequency words
- 10) Children demonstrate an expanded vocabulary from their reading and apply this to their own writing
- 11) Children are able to use the correct features for the audience, purpose and style of a text.
- 12) Children are able to communicate effectively through spoken and written language.
- 13) Children by the end of Key stage 2, attain at least the expected standard in reading and writing.
- 14) The more able children, by the end of Key Stage 2, attain a greater depth at the expected standard in English.

15) Children, by the end of Year 8, have sufficient skills in reading and writing to succeed and flourish at high school and beyond.

The impact will be measured by

- Daily teacher assessment of pupil progress against lesson objectives.
- Daily low stake quizzes to assess retention of skills and knowledge
- Baseline and progress testing to measure pupil attainment against curriculum standards in reading, grammar, punctuation and spelling
- Learning review after written assessments in books measured against curriculum objectives and standards
- Termly analysis of pupil, class and cohort progress and attainment
- Accelerated Reader quiz, after each book is read, to assess progress and engagement with reading.
- Accelerated Reader Tests assess reading ability and book level each half term
- Key Stage 2 SATs in reading, grammar, punctuation and spelling
- End of year assessments