

ENGLISH CURRICULUM INTENT –
PARK ASPIRE

Intent – Implementation – Impact



Primary (Reading)

Intent

At Park Aspire, we value reading as a key life skill, and are dedicated to enabling our children to develop a life-long love of reading. We believe reading is key for both academic success and personal development. Reading also enables children both to acquire knowledge about themselves and the world they live in. It is our intention to ensure that children move on from Park Aspire to further their education and learning, that their passion for reading and high aspirations travels with them and continues to grow and develop as they do.

Implementation

Children are initially assessed using the Read, Write Inc baseline assessment, within the first three days of starting at Park Aspire. If it is required (regardless of age), they will start accessing formal phonics teaching. Read, write Inc sessions occur daily. Children working on the Read, Write Inc phonics programme work through a Read, Write Inc reading book and Read, Write, Inc workbook, both of which are matched directly to their phonic ability. As the children move through the programme, they are regularly assessed and moved to their current phonics working level depending on their phonics ability. In our school, we encourage reading for pleasure as part of our reading curriculum. All children have daily opportunities to read a variety of material in school, including regularly with an adult. Each classroom has a reading area with plenty of variation of books, related to the current learning abilities of the children within that class. Every half term, each class has a 'love of reading text'. This is a longer based story, which is read over the course of the half term. This time happens after lunch every day. Our English curriculum encompasses a variety of different texts which are read via the teacher or the child, dependent on ability.

Impact

By the time children leave Park Aspire, they are more confident and competent readers. Attainment in Reading is measured using our Symphony assessment tool, which allows teachers to evidence small steps within each year group and give a realistic idea of the reading level at which the pupil is working at. These results are measured against the CASPA assessment tool. However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum. Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

Primary (Writing)

Intent

At Park Aspire, we want all children to be able to confidently communicate their thoughts, ideas and emotions through their writing. Our aims are to guide and nurture each child on their own personal journeys to becoming successful writers. We want to provide exciting writing opportunities and experiences that engage and enhance all our pupils. We want all children to acquire a wide vocabulary and to be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time at our school. We want all children to have a solid understanding of grammar and apply it effectively to their writing. We also want them to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

We believe that all children should be encouraged to take pride in the presentation of their writing. We want every pupil to have a good knowledge of phonics to springboard them to become fluent writers. Finally, to plan a progressive curriculum to build upon previous teaching, with regular assessment to ensure each child's needs are met to reach their full potential.

Implementation

At Park Aspire, writing is generally taught 4 x per week across the whole school. Each class studies a different high-quality text, lasting from a few weeks to the whole half term depending on text type, length and class.

Long, medium and short-term planning ensure the variety of genres are progressively taught and built upon throughout the year. Through the different texts writing process, children will acquire and learn the skills to plan, draft and refine their written work over time and are encouraged to develop their independence.

Within each unit of work, sequenced lessons ensure that prior learning is checked and built upon and that National Curriculum objectives are taught through a combination of approaches and opportunities.

This is done by:

- Opportunities to participate in drama and spoken language activities.
- Exploring the features of different text types.
- Handwriting practise.
- Shared writing (modelled expectations)
- Discrete spelling, punctuation and grammar lessons.
- Independent writing.

Impact

Teachers use the symphony assessment tool as an integral part of the teaching and learning process and link it clearly to the children's next steps. All books are marked daily and it is indicated where verbal feedback has been provided during the lesson for the children to work on, or next steps are provided. At the end of each unit, all children provide an independent piece of writing, linked to the book they have been studying.

The impact on our children is that they have the knowledge and skills to be able to write successfully for a purpose and an audience. With the implementation of the writing sequence being established and taught across school, children are becoming more confident writers and have the ability to plan, draft and edit their own work.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lessons are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific language, grammar and punctuation.

English (KS3) – ‘We believe learning powerful knowledge helps pupils achieve and creates a fairer society.’

Intent

Powerful Knowledge is described as knowledge which enriches pupils' lives and creates a fairer society by providing pupils with intellectual power. It is knowledge which support pupils in engaging with the world and communicating with people regardless of background or social standing. We will provide a challenging, diverse and aspirational English curriculum. The content we teach will break down perceived boundaries, open minds and equip all with the knowledge and skills they need for their future lives, while allowing all pupils to explore the opportunities of the world around them through the literary canon. We will not shy away from challenging texts, topics and issues within our units, and we will seek to explore a wide variety of literature throughout KS3 and beyond.

Park Aspire aims to provide pupils in Key Stage 3 with a comprehensive understanding of the English language and literature. The curriculum is designed to develop their communication, reading, and writing skills, enhance their knowledge of literary techniques and literary analysis, and enable them to use English effectively in their academic and personal lives. This curriculum aims to inspire a love of literature, promote critical thinking and analysis, and provide opportunities for pupils to develop their creativity and communication skills. Ultimately, we want to prepare our pupils with the appropriate skills and deep understanding to better support their next stage in education but also, later in life.

Implementation

The Park Aspire KS3 English curriculum will be implemented through a variety of engaging and interactive teaching methods, including group discussions, debates, presentations, creative



writing, and reading activities. The curriculum will be delivered by experienced and passionate English teachers who will use a range of resources and materials to cater to the diverse needs and learning styles of students. The curriculum will cover a wide range of topics such as grammar and syntax, reading comprehension, creative writing, and critical analysis of literature. Pupils will have access to a variety of learning resources, including online materials, textbooks, and multimedia tools.

We will ensure all ability ranges are supported in accessing a high level of challenge, rather than oversimplifying or reducing content to a lower level. We will create positive learning environments that ensure all pupils are respected and encouraged to share thoughts, views and opinions in a positive way.

Impact

The KS3 Park Aspire English curriculum aims to have a positive impact on pupils' academic achievement, personal development, and future success. By the end of the curriculum, pupils will have developed strong communication skills, critical thinking skills, and a love for reading and writing. They will have an understanding of the English language and literature, which will enable them to excel in their academic studies and personal pursuits. The curriculum will also help to prepare pupils for future careers, as strong communication skills are highly valued in a wide range of industries. Ultimately, the impact of the curriculum will be seen in the engagement, success and achievements of its pupils, who will be equipped with the knowledge and skills needed to thrive in a rapidly changing world.

IMPACT

Evaluating the knowledge and skills to be gained.

INTENT

The knowledge and skills to be gained.



The structure and delivery of the knowledge and skills to be gained.

IMPLEMENTATION

