



Boorley Park Primary

English

Intent, Implementation and Impact

Intent

At Boorley Park Primary School, our English curriculum aims to be nurturing futures by equipping pupils with the essential literacy skills they need to thrive in all aspects of their lives whilst at, and beyond, Boorley. We are committed to inspiring minds through a rich and engaging curriculum that fosters a love of language and empowers children to become confident and articulate communicators. By providing opportunities for collaboration and sharing their work, we aim to strengthen our community and celebrate the diverse voices and skills of our pupils in terms of reading and writing.

Our English curriculum at Boorley is constructed to ensure a coherent progression of skills and knowledge from Reception to Year 6. We provide comprehensive coverage of the National Curriculum for English, adapting our approach to meet the individual needs of all learners, with the aim of developing children as writers. The design of our curriculum is underpinned by the ambition to develop confident readers and writers who:

- Possess strong spelling knowledge that enables them to progress confidently to the next stage of their education and beyond.
- Understand how to make informed choices about effective writing, considering audience, purpose, and form.
- Develop positive attitudes towards reading and writing, viewing them as a powerful tool for self-expression and creativity.
- Acquire and use a rich vocabulary through engaging and multi-sensory experiences in reading, writing and drama.
- Produce written and spoken outcomes they are proud to share, building confidence and a sense of accomplishment.
- Explore reading and writing across the curriculum, applying their skills and knowledge in meaningful contexts and enriching their understanding of other subjects.
- Develop both narrative and non-narrative writing skills, nurturing their creativity and enthusiasm for different forms of expression.
- Demonstrate high-quality transcription and presentation, fostering pride in their work and encouraging them to strive for excellence.
- Engage with age-appropriate and relevant topics, sparking curiosity and connecting their learning to the wider world.
- Read with enthusiasm and are keen to engage in a variety of text types across the curriculum and for their own enjoyment (reading for pleasure)

Our curriculum is designed to address and minimise any gaps in prior learning for pupils at an individual level. We acknowledge the diverse experiences of our pupils and provide a robust and inclusive curriculum that caters to varying needs and backgrounds.

Implementation

Boorley Park Primary School has a clear programme of study for English. Long-term curriculum overviews are in place and are developing into enquiry-based learning journeys. Curriculum planning has been a focus of CPD, supporting progression across the school with a developing focus on oracy. Text driver overviews further illustrate the range of audiences and purposes taught. Objectives are sequenced logically to build upon prior learning for maximum understanding.

While most pupils experience full coverage of the curriculum, adaptations may be made for children with specific additional needs, ensuring their individual learning journeys are appropriately supported. As pupils progress through the school, they encounter a diverse range of writing genres, and in upper Key Stage 2, they are increasingly empowered to make choices about their writing, fostering independence and ownership of their learning.

Our English units are offered to all pupils within each year group and are designed to meet the variety of need. Learning journeys are linked to a high quality stimulus such as a text, image or video. This may not be revealed immediately within a unit, to allow children opportunities to explore, predict, investigate and reason.

All units hinge on an overarching enquiry question that provides scope for child-led analysis and deeper thinking, into which appropriate National Curriculum objectives (i.e. spelling, grammar, punctuation) are weaved. For example, *"How does the poet create a sense of drama that hooks the reader?"* Units will be further directed by a series of linked radial questions that guide children towards a desired goal.

Topics have been selected and sequenced across the school to align with year group themes, facilitating meaningful cross-curricular links. For example, Year 3 might explore rainforest narratives alongside their science and geography topics, whilst Year 5 might delve into historical fiction related to their history studies. Where possible, units will link to our learning values and overarching themes: Strengthening Community/Positive Role Models, Inspiring Minds/Innovation and Nurturing Futures/Sustainability.

Our expectation is that the quality of the driver takes precedence, ensuring engaging and stimulating learning experiences. While cross-curricular links are valued, the age-appropriateness and inherent quality of the writing stimulus remain paramount. We believe this approach not only develops strong writing skills but also enriches pupils' understanding of the wider curriculum, nurturing futures, inspiring minds, and strengthening our community.

At Boorley, reading is embedded throughout the curriculum, with as many opportunities as possible for children to engage with texts planned into the daily timetable. Within lessons, strategies such as choral reading, echo reading, paired reading and teacher-modelled reading are used to support fluency and comprehension, and specific opportunities for reading for pleasure are facilitated across the week. This may also include sharing of books, visits to the library and independent reading.

Reading and writing outcomes are celebrated within and beyond classrooms, through published work, performances and displays, with children also being celebrated in Celebration Assembly and parent workshops, along with external opportunities like the Michael Rosen Day poetry competition.

Oracy is prioritised and embedded, and is a particular focus through implementation of *Let's Think in English*, which develops dialogic talk skills, enhancing children's ability to evaluate their own thinking and build on that of others.

Monitoring has increased over the last academic year to include book looks, learning walks, moderation, staff discussions, and pupil conferencing. Children are assessed and discussed at pupil progress meetings with teaching staff and phase leaders, with strategies to close gaps in learning implemented. Future monitoring will focus on the use of working walls, spelling strategies, frequency of reading and writing opportunities, and handwriting scheme implementation. While not all year groups are formally monitored each time, informal discussions and regular writing-focused staff meetings ensure an overview of learning across the school.

Impact

Pupils with SEND have access to the full English curriculum, with adaptations in place to support individual needs. Some children work as part of Ready to Learn provision, now led by a specific SEND teacher, to ensure highly tailored learning takes place. Transition meetings between teachers ensure that any child's specific learning need is known and also advice is passed on as to how best to meet the learning need. Where possible, teachers receiving new SEND children attend final SEND review meetings before September to ensure a smooth transition.

Pupil attitudes and engagement within English is increasing. The introduction of *Let's Think* has developed oracy and dialogic talk skills, allowing children to develop deeper thinking. This has been reflected in the structure of conversations they have in lesson times. The number of children entering voluntary writing opportunities (e.g. competitions) is also increasing, reflecting an increased motivation for writing.

Handwriting is starting to be prioritised more across the school, which is impacting how proud children are of their learning. Children are routinely keen to share examples and are self-motivated to make comparisons between now and work at the beginning of the year, identifying their progress. Feedback from children and learning walks also shows that high quality texts have engaged the children. These are sometimes adapted based on the needs and the interests of the cohort, and this is enhancing engagement. Children can talk about a favourite book they have read and why they enjoyed it.

Regular staff CPD is impacting the depth and quality of English planning, focusing on adaptation for groups of learners such as SEND and those achieving the Greater Depth Standard.