



TRINITY ACADEMY NEWCASTLE

**Subject Specific English – Intent,
Implementation
and Impact.**

Trinity Academy Newcastle – English Y3-6

INTENT	IMPLEMENTATION	IMPACT
- Our curriculum at Trinity Academy Newcastle goes far beyond what is taught in the classroom. In English we believe in enriching pupils' lives by fostering and nurturing a lifelong love of learning, reading and writing. Thus giving our pupils, the parents of the future, essential life skills for their academic and professional future careers. We believe that a quality Literacy (English) curriculum should develop children's love of reading, writing and discussion. - One of our main priorities is helping children read and develop their all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, so they can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening,	These aims are embedded across our literacy lessons and the wider curriculum. We have a rigorous and well organised English curriculum framework which incorporates phonics at every level for all learners. This provides many purposeful opportunities for reading, writing and discussion. We use a Power of Reading, high quality texts and resources to motivate, support, challenge and inspire our children through an age appropriate approach. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study along with multiple hands on activities and equipment to engage and embed learning. The national curriculum for English aims to ensure that all pupils:	The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being established and taught across both key stages, children are becoming more confident within phonics, spelling, writing and by the time they are in upper Key Stage 2, most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. Termly assessment is showing that most children at Trinity Academy are achieving in Literacy. Each year we have children achieving at a greater depth in reading and writing at the end of KS1 and are working hard to emulate that at the end of KS2. We hope that all the new literacy

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enabling pupils to discuss and communicate thoughts and ideas to further their learning whilst being in a flexible work environment which is adapted around their individual needs. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. Our staff are skilled at planning and creating personalised schemes of work and activities to ensure inclusive learning at all times ensuring measurable progress is made at every opportunity whilst encompassing the child's wellbeing needs are considered and supported at all times. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.	● 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 including using the new writing framework. ● 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. At Trinity Academy we have invested in an inclusive range of children's literature. Our staff have also had CPD in order to create specific and tailored	initiatives outlined above will help to boost children's learning and progress. 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 lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from Trinity Academy to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

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	resources, specifically phonics, to further boost children's segmenting, blending and fluency skills to meet their individual needs. We aim to introduce Reading Buddies scheme in autumn 2025, allowing children of all abilities to share their favourite stories, or hearing fiction and non-fiction texts read to them by older children as well as opportunities to listen to a range of children's audio books to inspire discussion and debate. • At Trinity, we identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups and are fortunate to have parents and governors who come in regularly to hear children read. Most children here at Trinity have reading and comprehension as one of their targets. Teachers plan and teach English lessons which are differentiated to the particular needs of each child. We help each child	

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	maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need. • We offer parent information sessions on phonics and reading for KS1 and KS2 parents, reading and SATs for Year 2 parents and a SATs meeting for Year 6 parents so that they can understand how to support their child at home. • We aim to roll out an at home phonics and reading scheme (following Read write Inc.) that both pupils and parents can access at home in order to support, boost , and foster a love of reading. • Planning and Marking is made to be inclusive in English and across the curriculum, with regular personalised ‘Target activities’ and spelling corrections to help children correct and consolidate their work as well as providing children ‘catch up’ time to	

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	ensure any missed lessons and misconceptions are targeted. At Trinity there are regular English book scrutinies are carried out to check all teachers are meeting, supporting and moving learners learning forward in the best way possible. • Staff have had training on the new writing framework with key focus on: - Transcription - The importance of reception - The importance of writing - Composition - Learners who need more support - Writing across the curriculum - Leaders and management of writing • We love to celebrate success of all learners and strive to help all children achieve their goals. Our new library is celebrated and enjoyed by all pupils and is a hive of reading discussion and activity. Reading is celebrated in classrooms and around school at Trinity Academy, where our bright and	

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	colourful displays celebrate children's writing, their favourite books and points reward schemes. In addition, throughout the school year our literacy curriculum is enhanced through World Book Day, termly competitions, an annual book review competition, drama workshops and a range of trips and visits which enrich and complement children's learning. Every classroom has a reading area where they read 1:1 with the class teacher and support staff.	

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