At Cotton End Forest School, English is planned to include Forest School and Learning Outside the Classroom opportunities. Through this, all learners have regular opportunities to achieve and develop confidence and self-esteem through hands on learning experiences. Our approach to the National Curriculum provides a stimulus for all learning preferences and dispositions. Learning can take place in Shocott Spring or within the school grounds, as well as through external visits and visitors.

**Intent**

At Cotton End Forest School, we believe that Literacy is a fundamental life skill. Literacy develops children’s ability to listen, speak, read and write for a wide range of purposes. We aim for the children to be able to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. We want our children to gain an understanding of how language works by looking at its patterns, structures and origins. We will encourage our children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

Through the teaching of literacy we aim to enable children to: speak clearly and audibly in ways which take account of their listeners; listen with concentration in order to be able to identify the main points of what they have heard; adapt their speech to a wide range of circumstances and demands; develop their ability to reflect on their own and others’ contributions and the language used; evaluate their own and others’ contributions through a range of activities; become confident, independent readers through an appropriate focus on word, sentence and text-level knowledge; be enthusiastic and reflective readers through contact with challenging and diverse texts; enjoy writing and recognise its value; write with accuracy and meaning in a variety of styles; use planning, drafting and editing to improve their work.

**Implementation**

* Our long-term planning follows the National Curriculum 2014 and EYFS Statutory Framework 2021. Short term planning is supported by the use of: Power of Reading Texts; “Unlocking Letters and Sounds” phonics programme; Rising Stars Vocabulary; Nelson Reading comprehension; and Nelson Handwriting
* Through linking our key teaching texts to our creative curriculum and taking learning outside at least once a week, we believe that we provide a bespoke teaching and learning experience that is designed to interest, inform and inspire our children in all aspects of literacy learning.
* Speaking and listening play a key part in our English teaching and children are encouraged to explore new vocabulary in both class discussion and in their written work. We provide the children with a ‘Communication friendly’ environment in which to work.
* We aim to foster a love of reading for all our children. We do this by: choosing diverse and challenging texts for whole class teaching; having a set of Spine Books for each year group; encouraging independent reading with a range of texts in each classroom; our school library; and our annual Book Week celebrations
* Children are encouraged to take pride in their written work. We have a system of handwriting awards leading up to a pen license. Our presentation policy outlines expectations of presentation in books and regular ‘book looks’ monitor this.
* Lessons are engaging and are well planned to support all the children regardless of ability. Progress is evidenced in the books and Tracked using Target Tracker.
* We place a big emphasis on pupil engagement and design lessons which involve all pupils, addressing different styles of learning. We encourage all our children to invested in their learning and make positive contributions to their lessons.
* Feedback is given on children’s learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who are ready for greater stretch and challenge through planned questioning or additional activities.
* Children who not making the required progress are given extra support through interventions which support phonics, writing, reading, spelling or handwriting as identified.

**Impact**

At Cotton End Forest School, we ensure that all students are exposed to rich learning experiences both in and out of the classroom that aims to create children who:

* Are confident and fluent readers by the end of Key Stage 1
* Have a love of reading and can talk about a variety of stories and texts with passion and interest
* Show good grammatical understanding and apply their knowledge accurately when writing
* Understand the process of writing and are able to: write with stamina; plan and draft their written word; proof read and edit their writing well, by the end of Key Stage 2, in a range of contexts, purposes and audiences.
* Present their written work with pride, with attention to correct letter formation and neat handwriting.
* Are competent in the arts of speaking and listening for different purposes.
* Demonstrate a wide vocabulary which they are able to use both when speaking and in written work
* Apply the skills learnt in English effectively to other curriculum areas