

Intent, Implementation and Impact in English

Intent	Implementation	Impact
<ul style="list-style-type: none"> • For pupils to be able to read, write, spell and speak at age-appropriate levels and following age-related expectations. • For pupils to be exposed to a variety of literature, genres and authors. • For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required. • For pupils to read and write daily. • For pupils to be confident when writing and read easily, fluently and with good understanding. • For pupils to develop an understanding of grammar and punctuation and to acquire a wide vocabulary and to use these appropriately. 	<ul style="list-style-type: none"> • All pupils to receive a daily English lesson. • To create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils. • For pupils in EYFS and KSI to have daily phonics sessions, following Letters And Sounds. • For Year 2-6, to use the No Nonsense Spelling scheme, delivering 2/3 sessions per week. Pupils to have Spelling Journals. • Spellings sent home weekly, each Monday. Pupils to practise their words and to write a sentence containing each word at home. Tested each Friday. • For Guided Reading sessions to take place daily in all classes, using the carousel approach. 	<ul style="list-style-type: none"> • Pupils enjoy reading regularly, for information and for enjoyment/pleasure. • Pupils discuss books with excitement and interest. • Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences. • Pupils are proud of their writing. • Pupils know that others value their writing; they see it on display, used as WAGOLLS, made into class books, shared on Seesaw with their families etc. • Skills progress (grammar and punctuation) throughout the school is evident in children's books. • Pupils are being adventurous with vocabulary choices. • Writing across the curriculum is

<ul style="list-style-type: none"> • For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often. • For pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading). • For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates. • Pupils to take pride in their writing, to use St Mary's Script and present their work to a high standard. 	<p>Pupils to have Reading Journals.</p> <ul style="list-style-type: none"> • For all pupils to take reading books home frequently and to read regularly at home. • For pupils to be encouraged to read for pleasure - STAR, DEAR, reading rugs, book clubs, birthday books, book fair, author visits, reading buddies etc. • Pupils to use 'talk for writing' to discuss ideas with each other prior to writing. • Working Walls - all classes to have an English display to aid pupils and guide them through the process of Reading and Analysing, Gathering Content, Planning and Writing. • Vocabulary - displays in class, all curriculum areas, to have vocabulary displayed. Classes to encourage a wider use of vocabulary by having a 'word of the week'. Vocabulary mats to be used. Thesauruses and dictionaries to be easily accessible for pupils to use. • Units of work to be planned that follow the teaching sequence 	<p>the same standard as in English books.</p> <ul style="list-style-type: none"> • There is evidence of a clear teaching sequence in books; <ol style="list-style-type: none"> 1. reading and responding phase 2. reading and analysis phase 3. gathering content phase 4. planning 5. writing phase 6. scaffolded outcome 7. independent outcome • A range of genres are taught across the school (progressing in difficulty) resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts. • Next steps marking provides positive support and directs the pupil on their next steps to improve their writing. • Pupils respond to feedback. • Pupils use classroom resources to support their learning. • Pupils presentation is of a high standard through following the
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	<p>Reading and Analysing, Gathering Content, Planning and Writing and cover a variety of genres and literary styles.</p> <ul style="list-style-type: none"> • Short writing opportunities to be planned for and at least one longer independent writing task in each unit of work. • Teachers to plan different writing styles into other curriculum areas. • Work to be differentiated as required and needed. • Teachers and TAs to support ALL pupils on a regular basis; providing intervention, support and challenge that individuals require to advance their learning in all areas of English. • Grammar and Punctuation to be taught alongside the Units of Work, often as starters to lessons. • Teachers and TAs model reading, planning writing, writing and handwriting. • Teachers read out loud regularly to their class. • Editing and proofreading skills are modelled by adults and used 	<p>school's handwriting policy.</p> <ul style="list-style-type: none"> • Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made. • Teachers track pupils' progress each half term in Reading, Writing, Speaking and Spelling, Punctuation and Grammar. This informs planning and any intervention needed. • Nfer tests in Reading and Spelling, Punctuation and Grammar are used in Year 3, 4 and 5 (the classes that do not do SATs) in December and June, and Year 1 in June to monitor progress. • Pupil progress meetings with Headteacher and teachers each term ensure different groups and individual progress is monitored and interventions organised to support progress. • Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or in the case of those working significantly below
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	<p>by the children.</p> <ul style="list-style-type: none"> • Displays of writing to encourage pride in work, give a purpose and audience and to show that work is valued. • Next steps marking to be used, using Two Stars and a Wish, for longer pieces of work. • Pupils to have individual English targets in the front of their English books. Reviewed and amended regularly. • St Mary's Script to be used and staff to follow the school's handwriting policy. • To encourage and promote enjoyment in reading and writing events take place often throughout the year. These include: writing workshops, handwriting weeks, World Book Day, library visits, visitors to assemblies, author/poet visits, Book Fairs and clubs. 	<p>expectations to make better than expected progress.</p> <ul style="list-style-type: none"> • Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. • Subject leader does two reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these. • Subject leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives. • Standards being met at the end of EYFS, Phonics Screening Check, KS1 and KS2 are broadly in line with local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are often included on the School Improvement Plan and English
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