

English

Intent

Implementation

Impact

- 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 read and write daily.
- For pupils to be confident when writing and read easily, fluently and with good understanding.
- 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 develop an understanding of grammar and punctuation and to acquire a wide vocabulary and to use these appropriately.
- 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).

- 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.
- Allow children time to enjoy and share their work
- For pupils in EYFS and KS1 to have daily phonics sessions, following Little Wandle Letters and Sounds Revised
- For Year 2 pupils to use Little Wandle spelling programme
- For KS2 pupils to use Spelling Shed scheme
- Pupils to have Spelling Journals / blue books.
- Spellings sent home weekly in KS2. Pupils to practise their words and to be able use these spellings in a sentence. Spelling rules to be tested weekly.
- In KS1, children to participate in 3x reading practice sessions per week
- In KS2, whole class reading sessions to take place daily in all classes
- Pupils to have Reading Records.
- For all pupils to take either phonically decodable or Accelerated Reader Levelled reading books home as well as a sharing book to promote reading for pleasure
- All books within school are organised into phase (decodable books) or labelled by AR level
- All classes to have an engaging reading area where children can enjoy a variety of reading material.
- Our library is stocked with a range of exciting, high quality texts and includes engaging areas for children to sit and enjoy a book
- We host book days, book fairs, reading competitions, author visits, reading buddies, paired reading class swaps etc.

- Pupils enjoy reading regularly, for information and for enjoyment/pleasure.
- Pupils discuss books with excitement and interest.
- Pupils are passionate about writing and use the features of different genres and styles.
- Pupils can write for a range of purposes and audiences.
- Pupils are proud of their writing.
- Pupils know that others value their writing; they see it on display, used as models, made into class books, shared with their families etc.
- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- Pupils are adventurous with vocabulary choices.
- Writing across the curriculum is the same standard as in English books.
- There is evidence of a clear teaching sequence in books; reading and responding phase, story mapping, boxing up (planning) first drafts /writing phase and editing and publishing
- 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.

<ul style="list-style-type: none"> ➤ 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 develop a neat, cursive style of handwriting as they progress through school and present their work to a high standard. ➤ For pupils to take ownership over editing and up levelling their writing at the end of every lesson 	<ul style="list-style-type: none"> ➤ We have a Community Library Shed in the playground open to staff and families to promote reading within our school community ➤ Working Walls – all classes to have an English display to aid pupils and guide them through the writing process ➤ <i>Vocabulary – we use Language Through Colour across the school to support vocabulary development and spelling which includes displays in class. All curriculum areas, to have vocabulary displayed including which include symbols. Vocabulary mats with symbols to be used. Thesauruses and dictionaries to be easily accessible for pupils to use.</i> ➤ Units of work to be planned that follow the teaching sequence and include discreet skill teaching, elements of drama and oracy and opportunities for children to edit and uplevel their work at the end of every session ➤ Extended, independent writing opportunities to be planned for within each unit which include a writers toolkit ➤ 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 discreetly as well as at the start of every English lesson 	<ul style="list-style-type: none"> ➤ Pupils presentation is of a high standard through following the school's handwriting policy. ➤ Teachers moderate pupils work in school and in collaboration meetings with other schools to ensure accurate assessments are made. ➤ Teachers track pupils' progress each half term in Reading, Writing, SPaG ➤ Gap analysis is used to inform planning and any intervention needed. ➤ PiXL tests in Reading and Spelling, Punctuation and Grammar are used in KS2 (the classes that do SATs will also use pass papers) to monitor progress. ➤ Little Wandle assessments monitor progress in KS1 and for those pupils in Years 2-6 on the Rapid Catch-up programme ➤ Pupil progress meetings with Headteacher, Deputy Headteacher and teachers take place each term to 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 expectations to make better than expected progress. ➤ Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. ➤ Subject leader creates 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 meets with governor to discuss subject and any developments
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	<ul style="list-style-type: none"> ➤ Teachers and TAs model high quality reading, planning writing, writing and handwriting. ➤ Teachers read out loud to their class daily. ➤ Displays of writing to encourage pride in work, give a purpose and audience and to show that work is valued. ➤ Print (Reception), pre-cursive (Year 1) and cursive script (Years 2-6) 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: World Book Day, library visits, visitors to assemblies, author/poet visits, Book Fairs and competitions 	<ul style="list-style-type: none"> ➤ Subject leader conducts learning walks, lesson observations, pupil voice 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 Action Plan.
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