

## Intent, Implementation and Impact in English

<b><u>Intent</u></b>	<b><u>Implementation</u></b>	<b><u>Impact</u></b>
To encourage an awareness, enjoyment and appreciation of English within Saint Mary's	Children at Saint Mary's to participate in daily English (1hr) lessons. English to be displayed well and celebrated across all areas of the curriculum.	Feedback from children in pupil interviews will be positive about English. Children will know the importance of English in our school. Data will reflect good progression in the subject.
For pupils to be able to read well and listen to age-appropriate texts, following age-related expectations. For pupils to be exposed to a variety of literature, genres and authors	For Guided Reading sessions to take place daily in EYFS/KS1, using the carousel approach. For Year 2 pupils to follow carousel approach and 2 days whole class reading (WCR) For KS2 class to take 4 WCR reading sessions.	Feedback from children in pupil interviews will be positive about reading. Children will know the importance of reading and writing in our school. Data will reflect good progression in the subject.
To encourage and promote enjoyment in reading and writing within school	Writing workshops, handwriting weeks, World Book Day, library visits, visitors to assemblies, author/poet visits, Book Fairs and clubs.	For children to speak positively about reading and writing and for their work to be valued and celebrated.
For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.	All classes to have detailed English overviews, covering a range of genres and Writing skills. Class working walls used to aid pupils and guide them through the process of Reading and Analysing, Gathering Content, Planning and Writing.	Children in school will enjoy writing and use the features of different genres and styles. They will be able to write for different purposes and audiences.
For pupils to read and write daily; English skills being reinforced through the delivery of a broad and balanced curriculum	All classes to have detailed English overviews, covering a range of genres and Writing skills and all classes to follow reading timetables.	Children to experience a broad and balanced curriculum throughout their time in school and develop a wide variety of skills ahead of High School transition.
For pupils to be confident when writing and read easily, fluently and with good understanding, and with enjoyment of both.	Teachers to model writing in English lessons and use effective working walls to support children's learning. Regular reading sessions to take place to improve fluency and comprehension skills. Teachers to read to children daily in class.	Feedback from children in pupil interviews will be positive about reading and writing. Progress and attainment to be good across school in reading and writing.
For pupils to develop an understanding of grammar, punctuation, spelling and linguistic conventions and word origins, and to acquire a wide vocabulary and to use these appropriately	For pupils to have a weekly spelling lessons and weekly spellings sent home following NC spelling patterns. Bounce back phonics/IDL to be used to support children with a lower spelling age. Elements of SPAG/GPS to be taught within every English lesson to teach children application within their writing.	Progress and attainment to be good across school in SPAG/GPS. NFER GPS tests, Year 2/6 SAT's GPS paper scores to improve across the year.
For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often. To become enthusiastic and critical readers	Reading at home to be celebrated within school. Parents to be encouraged and advised on how to read with their children at home. Reading spaces within school used at break and lunchtimes. Linked books to foundation subjects to be placed in class reading corners.	For children to enjoy reading for pleasure and for more children to be reading for pleasure across school. For children to be aware of the many reading resources/books available within school.
Through the study of English, pupils will develop imagination, inventiveness and creativity.	Class English topics to be varied through use of books and animations. Role play/drama techniques to be used within lessons as well as links to music, art and DT.	For pupils confidence to grow with the use of their imagination, inventiveness and creativity and for this to be evidence throughout displays across school.
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) and to acquire the strategies to allow them to self-monitor and correct.	Weekly spelling lessons to teach children spelling strategies. Children to be provided with extra intervention if needed through IDL/additional spelling lessons/group work. CEW termly tests used to inform staff/support children.	For children in school to be independent in editing and improving spellings within their written work.

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For children to have good speaking and listening skills	Role play and drama techniques to be linked into English lessons. Regular partner talks in lessons and group work. Modelled writing sessions led by teacher to model orally rehearsing sentences. Reading back and editing work to be modelled to children.	For children in school to communicate effectively and enhance their overall social and emotional development as well as highlight the importance of spoken language.
For children to celebrate their final independent written work pieces by performing/sharing it with others	For class English overviews to include an audience section. Children will share/read their work to other classes, parents, seesaw and external places e.g. Feeder High School	For children to feel proud of their written work and for their work to be celebrated by others. To build children's confidence within school and enable them to listen to feedback in order to reflect on their written piece.
Pupils to take ownership on editing and improving their written work	Editing skills taught and modelled within English lessons. Children provided with a purple editing pen to evidence editing made within their writing.	For children to understand and appreciate the importance of editing their work. For children to reflect on finished pieces and to independently revise and correct.
Pupils to take pride in their handwriting and presentation, to use letterjoin script and present their work to a high standard.	Pupils in EYFS/KS1 to have daily handwriting lessons (20m+) and for these to be when needed in KS2. For teachers to model handwriting as often as possible. Weekly presentation award given in Friday's assembly.	For handwriting to be strong across school and for children to have a good understanding of the importance of presentation within their written work. For the majority of pupils to be joining their handwriting using the letterjoin script in KS2.
For English to be inclusive, with all pupils developing and improving their skills.	Varied topics/genres across all classes English lessons and varied texts/authors used in reading. Intervention sessions delivered to pupils to meet or exceed year group expectations or in the case of those working significantly below expectations, to make better than expected progress.	For all children to feel valued and supported within their reading and writing. For pupils skills to develop across the year and for progress to be good.
For English and reading data to be consistent across school.	Termly internal and external moderations in writing to take place across the school year. NFER/SATs used to support overall judgements (scores - 65%exs/85%+ gds) English lead to monitor data and feedback to teachers/SLT termly. Regular intervention to take place to support children in areas of reading and writing.	For data to be consistent across school and for all staff to be assessing read/writing in the same way. For children's progress to be good across school. Parents to be informed of child's attainment/progress.
For the English lead/SLT to monitor English and reading lessons across school	Subject leader to conduct learning walks, lesson observations, pupil interviews and book monitoring throughout the year.	Feedback from monitoring to inform future areas for improvement and also show 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	Regular intervention to support pupils. Daily English, reading and phonics lessons to take place. SATs practise papers in Yr2/6 and NFER papers in KS2 (Yr1 in summer). Mock phonic screening tests.	Each year data is analysed and any areas for improvement identified and addressed and feedback to staff, SLT and governors.