

# English

## Intent, Implementation and Impact



### Intent:

- For all pupils to become confident in the fundamentals of English.
- For all pupils to speak and listen throughout lessons with confidence, make formal presentations and participating in class debates.
- For all pupils to expand on initial discussions by explaining and elaborating their understanding.
- For all pupils to read fluently and with good understanding.
- To develop positive reading habits widely and often, for both pleasure and information
- For pupils to be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.
- That all pupils and staff adhere to the belief that by working hard, **all** children can succeed in English.
- For pupils to be given the opportunity to apply their learning in English lessons to other subject areas, such as History, and in doing so to develop an understanding that English is essential to everyday life.

### Implementation:

- English lessons are taught on a daily basis.
- Children are taught in mixed ability groups within their class.
- As a school, we use the Literacy Tree scheme in Year 3 and 4. We use the Ashley Booth Scheme alongside No Nonsense Spellings and No Nonsense Grammar. These schemes are adapted accordingly to meet the needs of the children.
- Each year group follows the long-term plan for the sequence of Learning set out in the appropriate schemes, ensuring there is complete coverage of the national curriculum by the end of the Key Stage.
- Within each unit of learning, small steps are carefully planned by the class teacher; this is primarily done with the support of each scheme, but also, when appropriate, supplemented with other resources.
- For each unit of work, class teachers consider the part it plays in the bigger learning journey, making links between prior learning that has taken place and sharing this information with pupils.
- Interventions, planned by the class teacher, are provided to those pupils who require extra support.
- Children are given the opportunity to apply skills learnt in English lessons to other subjects, such as History.
- Teachers model the use of English vocabulary, with the expectation that pupils also become more confident and accurate in their use of this vocabulary in a range of lessons.

### Impact:

- Regular assessment takes place in the form of daily assessment for learning strategies
- Termly NFER assessments (Years 3-5)
- End of Key Stage SATs test (Year 6)
- Monitor progress and inform future interventions and support.
- A notable increase in students' speaking and listening skills, reading comprehension skills and writing skills
- A clearer understanding of key concepts within Spelling, Punctuation and Grammar
- Children will develop a lifelong enjoyment of English.