

## Intent, Implementation and Impact in English

Intent	Implementation	Impact
<ul style="list-style-type: none"> <li>• To develop children’s ability to listen, speak, read, spell and write for a wide range of purposes, including the communication of their ideas, views and feelings.</li> <li>• For pupils 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.</li> <li>• For pupils to gain an understanding of how language works by looking at its patterns, structures and origins.</li> <li>• For pupils to use their knowledge, skills and understanding in speaking and writing across a range of different situations, as well as allowing them to engage with the world at large.</li> <li>• To enable children to speak clearly and audibly, and to take account of their listeners.</li> <li>• To encourage children to listen with concentration, in order to identify the main points of what they have heard.</li> <li>• To show children how to adapt their speech to a wide range of circumstances and demands.</li> <li>• To teach children effective communication, both verbal and non-verbal.</li> <li>• To help pupils become confident, independent readers, through an</li> </ul>	<ul style="list-style-type: none"> <li>• We teach English to all children, whatever their ability and individual needs.</li> <li>• We carry out the curriculum planning in English based on the 2014 revised national curriculum.</li> <li>• We plan in three phases (long-term, medium-term and short-term.)</li> <li>• Our yearly teaching programme identifies the key objectives in literacy that we teach to each year.</li> <li>• Our medium-term plans give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.</li> <li>• Class teachers use a weekly (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.</li> <li>• Through our English teaching, we provide learning opportunities that enable all pupils to make good progress</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils enjoy reading and read regularly for information, enjoyment and pleasure and is monitored through the Reading Record.</li> <li>• Pupils enjoy writing and use real life experiences to write in different genres and styles.</li> <li>• Pupils are proud of their work and this shows through their presentation in assessment books.</li> <li>• Success criteria is used regularly against pupils’ writing so that pupils know how well they are doing.</li> <li>• Teaching sequences are evident in books.</li> <li>• Pupils make progress and this is evidenced in their books and assessment outcomes.</li> <li>• Pupils’ Reading Ages improve year on year and this is monitored using the NGRTA reading assessment.</li> <li>• Teachers assess children’s work in using the short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives. Written or verbal feedback is given to help guide children’s progress. Older children are encouraged to make judgements about how they can improve their own work.</li> </ul>

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<p>appropriate focus on word-, sentence- and text-level knowledge.</p> <ul style="list-style-type: none"> <li>• To develop enthusiastic and reflective readers, through contact with challenging and substantial texts.</li> <li>• To foster the enjoyment of writing and a recognition of its value.</li> <li>• To encourage accurate and meaningful writing, be it narrative or non-fiction</li> <li>• To help the self-evaluate and self-assess when improving the planning, drafting and editing of their written work.</li> <li>• To encourage pupils to apply the skills that they develop in English in every subject of our curriculum</li> <li>• For children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.</li> </ul>	<ul style="list-style-type: none"> <li>• We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those who are more able and talented and those learning English as an additional language, and we take all reasonable steps to achieve this.</li> <li>• We use a variety of teaching and learning styles in our English lessons.</li> <li>• Pupils have a weekly spelling test</li> <li>• Our teaching is matched to the child's needs</li> <li>• We enable all pupils to have access to the full range of activities involved in learning English.</li> <li>• We work on a range of genres as part of our daily lessons.</li> <li>• In an English lesson there is a mixture of whole-class and group teaching and independent activities.</li> <li>• Children have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries and thesauruses.</li> <li>• Children use technology in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning.</li> <li>• In all classes there is a range of ability, and we seek to provide suitable learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers periodically administer assessments and they use these to assess progress. With the help of these assessments, they are able to set targets and summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these assessments as the planning basis for the new school year.</li> <li>• These assessments are based on teacher assessments and the National Key Stage Assessments.</li> <li>• Each class teacher keeps samples of children's work. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet at least once each term to review individual examples of work against the frameworks for assessments.</li> <li>• Pupils regularly achieve over 75% in spelling tests.</li> <li>• Pupils' work is internally and externally moderated.</li> <li>• Short term targeted interventions are available to help some pupils catch up or plug gaps in their learning. These interventions are monitored and assessed for efficacy.</li> <li>• The subject leader provides an action plan for English and addresses areas for development on an annual basis.</li> </ul>
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	<p>opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, this is achieved through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas.</p> <ul style="list-style-type: none"><li>• We use classroom assistants for targeted classroom support or withdrawn English interventions for which they are trained.</li></ul> <p>We provide:</p> <ul style="list-style-type: none"><li>• texts that children can more easily read and understand.</li><li>• visual and written materials in different formats.</li><li>• ICT, other technological aids and taped materials.</li><li>• alternative communication, such as signs and symbols.</li><li>• translators and amanuenses.</li><li>• Teaching Assistant support.</li><li>• There is a range of resources to support the teaching of English across the school. Children have access to the Internet through the computer suite. The library contains a range of books to support children's individual research.</li></ul>	<ul style="list-style-type: none"><li>• The subject leader reports to governors each year on the progress of this development plan.</li><li>• The subject leader conducts learning walks, peer coaching, book monitoring and lesson observations throughout the year to inform areas of improvement and to assess the impact of initiatives.</li><li>• Standards being met at the end of KS2 are broadly in line with National averages.</li></ul>
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