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| **Intent, Implementation and Impact for English** |
| **Intent:**To provide children with the skills of reading and writing so they can flourish and use their English skills across the whole of the curriculum and life beyond education. We value reading as a key life skill to become lifelong readers. **Our aims:*** **read easily, fluently and with good understanding**
* **develop the habit of reading widely and often, for both pleasure and information**
* **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language**
* **appreciate our rich and varied literary heritage**
* **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences**
* **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas**
* **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate**

**Objectives:*** Promote spiritual, moral, cultural, mental and physical development of all pupils. Develop high standards of discipline, social awareness and consideration for others. Encourage all children to take responsibility for their actions and choices.
* Subject leader has a clear understanding of the English curriculum and the progressive statements and ensures that the curriculum meets national requirements. The subject leader ensure that all teachers are aware of expectations for their own year groups and know starting and end points; enable pupils to build their knowledge and skills towards the agreed end points.
* Ensure that teachers provide progressions and sequential learning throughout the school, where children can build upon previous knowledge. This includes considering how the intended curriculum will address social disadvantage by addressing gaps in pupils’ knowledge and skills.
* The subject leader ensures the content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills
* Subject lead has ensured colleagues have access to appropriate resources to ensure delivery of a rich and challenging new curriculum.
* The Read Write Inc lead will provide CPD opportunities and feedback from external support.
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| **Implementation:*** Aim to deliver a curriculum that inspires enthusiasm for learning, where teachers have good subject knowledge of English.
* An environment is created to allow children to focus Learning activities must provide fully for the needs of all pupils. Working walls will provide stimulus to support the children throughout the writing process. A rich variety of books will be available in each classroom and opportunities to read throughout the curriculum will be encouraged.
* Pupils should develop a wide range of skills including spoken English, reading, writing, spelling, grammar, punctuation and grammar
* Daily teaching of English is non-negotiable, following the Read to Write scheme of work. Teachers will use the structure of Immerse- Analyse –Plan –Write.
* A daily RWInc session will systematically work through the phonic programme- featuring daily speed sounds sessions, followed by the matched reading session.
* Children who have completed the RWInc program will have a daily SPAG session.
* Accelerated Reader will be used to support reading in Key Stage Two.
* Teachers will use Target Tracker to ensure all objectives have been taught for that year group and any misconceptions/gaps can be addressed.
* Through rigorous monitoring of the subject, the leader is confident that teaching within the subject is strong and promotes the acquisition of key knowledge, building on prior learning; through observations, work scrutiny and pupil discussions

The subject leader ensures they provide appropriate CPD, providing up to date developments and leading professional development, providing guidance and support to colleagues. The subject leader will oversee assessment and will use it well to see how teachers check understanding, inform future teaching, ensure yearly end points have been achieved and hold teachers to account.* The RWInc lead will ensure all children are assessed regularly and plot children on a tracking grid to ensure children are grouped appropriately.
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| **Impact:*** Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school.
* Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two.
* Attainment in phonics is measured by the Phonics Screening Test at the end of Year One.
* Attainment in writing is measured using the statutory assessments at the end of Key Stage One and Two.
* Through close monitoring, the effectiveness of teaching has a positive impact on learning and standards;
* The subject lead has an evidence file showing first-hand evidence of how pupils are doing, drawing together evidence from the interviews, observations, work scrutinies and documentary review
* The subject lead has successfully evaluated and summarised all aspects of the subject to define next steps for improvement from their action plan.
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