



Intent, Implementation and Impact in English

Intent	Implementation	Impact
<ul style="list-style-type: none"> ● It is our vision to distil a lifelong love of English within our pupils. Fluency in spoken language, reading and writing allows children to meet their full potential within school and later in life. ● We work hard to provide a rich and varied curriculum to challenge and meet the needs of our children. We believe all pupils should be taught essential aspects of the strategies to read and write to a good standard. ● From EYFS up to KS2 our pupils will build up a body of key foundational knowledge such as and strategies to read and write fluently. ● Pupils will have a sound understanding of phonics and know how to use this when tackling new words. ● We provide our children with wider opportunities in English and make links to other subjects. ● Teachers plan and challenge pupils based on the progressive curriculum maps, adapted to our school and our needs. ● We monitor our schools progress in English regularly in line with our English policy. ● New and existing members of staff use Herts for Learning Detailed English Planning. 	<ul style="list-style-type: none"> ● We maintain a high level of subject knowledge of English in our school by regular training and professional development. ● Teachers use assessment for learning to tailor lessons around our children and help us plan for next steps. ● Phonics is taught daily in Foundation, Year 1 and to Year 2 children who have not passed the Phonic screening. ● In our school we strongly encourage all pupils to use terminology that can support them in reading and writing such as ‘digraphs’ and ‘chunking’. ● With effective subject management we are a well-equipped and resourced school. ● Regular monitoring shows that our children understand and apply strategies to support their English work. ● Children are provided with regular opportunities to develop strategies for spoken language, reading and writing. ● In our school we have a rigorous monitoring process which is kept up to date and works towards our school improvement plan. ● All teachers read stories from Pie Corbett’s reading spine to ensure children are exposed to high quality texts. ● All teachers have been given a progression of grammar document, on which they highlight the grammar skills that have been taught. ● Any children not making the expected 	<ul style="list-style-type: none"> ● Children enjoy and are enthusiastic about English in our school. ● There is a clear progression of children’s spoken language, reading and writing and teachers’ expectations in our school. ● Children’s use English skills effectively across the curriculum. (reading in maths, writing in science) ● Children are becoming increasingly independent in reading and choosing to read for pleasure. ● Feedback from teachers has an impact on our pupils, often with next step questions to push learning on. ● Interventions close gaps in reading and writing. ● Standards in English at the end of the key stages are good and issues arising are addressed effectively in school. ● Teachers’ judgements are moderated internally and externally where appropriate. ● Our SLT and governors are kept up to date with developments in the way science is run in our school with subject reports, action plans and review meetings.

progress have 1:1 or small group intervention as soon as needs are identified. - Children working well below ARE in KS1 are part of the FFT.

- Guided reading
- Children choose their own reading book to take home to support reading for pleasure.