

BRUNSHAW PRIMARY SCHOOL



Inspiring children to be resilient and aspirational learners, within a positive and considerate community

Intent, Implementation and Impact in English 2021/22

Intent	Implementation	Impact
• Our intention is for all pupils to be able to read, write, spell, speak and listen in an age-appropriate way • We want every pupil to be exposed to a wide variety of literature, in different genres and by different and diverse authors, and to develop of love of literature. • We intend every pupil to be immersed in a rich and varied vocabulary to enable them to access and understand wide-ranging texts and to use this vocabulary in their own writing • For pupils to write clearly, coherently and accurately for a variety of purposes and audiences; adapting their language and style as required. • For pupils to read and write daily with English skills being reinforced through the	• All pupils will receive a daily English lesson. • All pupil in EYFS and KS1 will have a daily phonics sessions, following 'Red Rose Letters and Sounds'. • All pupil in KS2 will take part in a focused Spelling session at least three times each week. All children have a personal spelling book to support them. • Guided Reading sessions to take place daily in EYFS and KS1, using a small group approach. • Every KS2 class will have a whole class reading session three times each week lasting for thirty minutes. • Children in KS2 who cannot yet read with fluency will be heard by a trained adult regularly • All pupils will have a home reading book which they are expected to read	• Pupils enjoy reading regularly, for information and for enjoyment/pleasure. • Pupils discuss books with excitement and interest. • Pupils have an increased vocabulary and can draw on a range of adventurous words and phrases when speaking and writing • Pupils enjoy writing and use the age-appropriate features of different genres and styles. They can write for different purposes and audiences. • Pupils take pride in their writing. • Progression in Grammar, Punctuation and Spelling skills is evident throughout the school in children's books. • Pupils read and write with increased independence. • Writing across the wider curriculum is the same high standard as in English books.

delivery of a broad and balanced curriculum. • For our pupils to be confident when writing and to read with ease, fluency and with good understanding, and with enjoyment of both. • For pupils to develop a working understanding of grammar, punctuation, spelling and linguistic conventions and word origins. • For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often. As part of this they will become enthusiastic and critical readers. • Through the study of English, our pupils will develop their imaginations, inventiveness and creativity. • For pupils to acquire strategies to enable them to become independent learners in English and to acquire strategies to edit, correct and improve their own work. • We intend English to allow collaboration where pupils to enter into discussion and present their ideas to each other in small group and whole class settings. • For pupils to listen to others, respond appropriately and ask suitable questions to extend their understanding.	regularly with an adult at home. These books will be matched to the reading level and/or phonics phase the child is working at. All children will also have the opportunity to visit our school library each week to choose a book to read for pleasure. • Reading for pleasure will be promoted in school: Fantastic Book Awards and Brilliant Book Awards, Daily reading for pleasure slot, author visits, timetabled weekly school library visits, celebration of World Book Day. • All classes have an English Working wall to aid pupils and guide them through the process of Reading and Responding, Reading and Analysing, Gathering Content, Planning and Writing. • All classrooms to have a stimulating reading area with books that reflect the interests and abilities of pupils and the topics the children will be learning about during the year • The teaching of vocabulary has a high focus – displays in class with all curriculum areas to have vocabulary displayed; Word Aware strategies used to introduce new vocabulary to the children, challenging vocabulary is explicitly taught to and explored by the children when	• There is evidence of a clear teaching sequence in English books • A wide range of genres are taught across the school (progressing in difficulty) resulting in pupils being exposed to, and knowledgeable about, literary styles, authors and genres. • Pupils can express preferences and give opinions, supported by evidence, about different texts. • Pupils know how to take the next steps to improve their writing. • Pupils respond to feedback. • Pupils use classroom resources to support their learning. • Pupils presentation is of a high standard through following the school's handwriting policy. • Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made. • Pupil progress meetings with SLT and teachers each term show that group and individual progress is being made and interventions support progress. • Intervention is targeted and ensures that a greater proportion of pupils are on track to meet year group expectations or in the case of those working significantly below
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• For Pupils to take pride in their handwriting and presentation, and present every piece of work to an equally high standard. • For English to be inclusive, with all pupils developing and improving their skills • For the good practise in English lessons to spread throughout the whole curriculum	accessing new texts; Thesauruses and dictionaries are available in all classrooms. • English units of work are planned that follow the teaching sequence: Reading and Responding, Reading and Analysing, Gathering Content, Planning and Writing and cover a variety of genres and literary styles. • Short writing opportunities, both modelled and independent are planned for within each taught unit. Every unit ends with a longer modelled piece followed by a similar independent writing task. • Writing tasks are explicitly planned for within other curriculum areas allowing children to apply skills in a wider context • Teachers and TAs to support ALL pupils on a regular basis; providing intervention, support and challenge that individuals require to advance their learning in all areas of English. • Year group appropriate Grammar and Punctuation is planned for and taught as part of each English unit. This is taught within the context of the texts being studied and is applied in the final written pieces	expectations to make better than expected progress. • Subject leader action planning shows an awareness of standards for the subject and addresses areas for development and improvement annually. • Governors are kept informed of standards and actions in English and have the opportunity to speak to the subject leader about this. • Standards at the end of EYFS, KS1 and KS 2 and in the Y1 Phonics Screening Check are broadly in line with local and national averages. Data analysis is well used to highlight any areas for improvement and these are built into future improvement planning.
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	• Teachers and TAs model high standards of reading, planning for writing, writing, editing and handwriting. • Teachers read aloud quality texts regularly to their class and share their love for reading. • Editing and proofreading skills are modelled by adults and used by the children. • Marking and feedback in English is, where possible, be at the point of learning and given verbally. Independent writing opportunities are to be quality marked against success criteria and 'Next Steps' are given. • Personal Writing targets are identified at the end of each unit and children are encouraged to reflect on their progress towards meeting these. • Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made. • Teachers track pupils' progress through the use of formative and summative assessment. Analysis of these assessments informs planning and any intervention needed.	
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