

English - Intent, Implementation and Impact

Intent	Implementation	Impact
<p>At St George and St Martin's, we believe that children's competency in English impacts their development in all curriculum subjects. Through high-quality educational experiences, we aim for our children to develop their spoken language, reading and writing. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. Our overall aim is for children to be articulate in speaking, reading and writing.</p> <p><u>Spoken language</u> We aim to teach our pupils to speak clearly and convey ideas confidently using Standard English. This includes the ability to justify their ideas, ask questions, develop vocabulary, build knowledge, negotiate, and communicate effectively. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.</p> <p><u>Reading and writing</u> At our school we develop pupils' reading and writing in all subjects to support their acquisition of knowledge. We aim to teach pupils to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for</p>	<p><u>Planning</u> In order to achieve our intended outcomes for our learners, teachers plan an engaging, fully inclusive and motivating English education. Over 2 weeks, teachers plan the opportunity for children to immerse themselves in a genre of writing, through explicit examples, reading, skill-work, drafting, editing and often writing up their final version. Through this, children experience a wide range of genres of texts, linked to their topics or other school events, and are taught grammar within meaningful contexts. Alongside this, every fortnight children complete a Grammar Hammer check, which teachers then teach a gaps lesson the following week in order to plug the missing pieces in children's knowledge and understanding. Again, this is differentiated to include all levels of ability within a class, so that all children are working at their own level. In KS1, staff plan to listen to the children in their class read two times per week, working on reading capability, word understanding and comprehension of texts. In KS2, this develops on to Reading Workshop sessions, through which children are taught a range of reading skills which they then apply to their own reading book, whether colour banded or free reader. This includes making connections, visualising, asking questions and inference. Teachers also plan weekly spellings and handwriting lessons, teaching children spelling rules, misconception words and appropriate formation and joins for their abilities.</p> <p><u>Teaching</u> All lessons under the subject of English are delivered with enthusiasm, a high level of subject knowledge and to encourage enjoyment. Speaking and listening is built into every subject area, through subject-specific vocabulary and the encouragement for children to discuss and ask questions. Reading is at the heart of our school, encouraging children to challenge themselves, read for a range of subjects and topics and also to read for pleasure. The teaching of writing is built into the whole curriculum, connecting to topics and all subjects. Teachers hold the same English expectations across all areas of teaching.</p> <p><u>Learning</u> Pupils will develop an over-arching ability to articulate themselves, read a range of texts and record their learning and ideas in a range of genres. They will learn a high level of Standard English, a fluency in reading, stamina in writing and a wide range of vocabulary. Children will be encourage to challenge themselves, take risks, go back and try again, improve their own work and to be proud in their achievements.</p> <p><u>Assessment</u></p>	<p>At St George and St Martin's, we believe that our English education will equip our children with skills that will carry them through life. We will develop confident individuals who can talk effectively in order to express themselves and their opinions, read to obtain information and for pleasure and with a level of writing ability that allows them to be successful in further education and their adult lives. Due to teacher's level of differentiation and personalised learning, all groups of abilities will make good progress. Children will explore the creativity of writing techniques, take risks with their choices and solve problems in both reading and writing. Through applying a consistent expectation of English across the whole curriculum and the whole school, children are encouraged for all of their work to be the best that it can be. As all aspects of English are a primary part of the curriculum, cross curricular writing is excellent and skills taught in English lessons are transferred into other subjects; this shows a consolidation of skills and an in-depth understanding of how and when to use specific grammar, punctuation and spelling objectives. We hope that as children move on in their educational journey their creativity, passion for English and high aspirations continue so that they can continue to grow to be the very best that they can.</p>

pleasure. We strive to promote wider reading opportunities for all children, including library facilities and setting high expectations for all children. We work towards developing the stamina and skills to write at length, with accurate spelling and punctuation through progressive grammar teaching. We endeavour to cover a wide range of genres, such as narratives, explanations, descriptions, comparisons, summaries and evaluations.

Children will be assessed continually through formative assessment by teaching staff. Incorrect handwriting, spellings and grammar will be identified across all lessons and children will be encouraged to make corrections. Weekly, children are tested on their spellings and teachers will progressively develop the level of spelling rules and misconception words learnt and used. Every fortnight, children complete a Grammar Hammer check in order for staff to monitor individuals knowledge and understanding. Writing will be self-assessed and then teacher assessed using VCOP checklists, again differentiated to children's abilities. Children will be heard read every week by members of staff, from which they will be moved through the colour banded books suitably until they become a free reader. Along the way, staff will monitor each child's comprehension of a range of texts.