



### Intent, Implementation and Impact in English

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

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.