**ENGLISH**

**Intent, Implementation and Impact**

**Underpinned by our Curriculum Drivers: Faith and Oracy**

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| **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| The National Curriculum (2014) forms the basis for all subject teaching ensuring continuity and progression in an age-related curriculum. In addition, teachers make sure the content is relevant and stimulating by delivering through themes and topics.  Our English curriculum has been developed to recognise the importance of English in every aspect of daily life and to develop children’s love of reading, writing and discussion. We recognise the importance of nurturing a culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning. Oracy skills are developed to ensure our children are able to deal with a range of different talk situations. We aim for our children to have the skills that enable successful discussion, inspiring speech and effective communication.  Our intent is to enable children to:   * Read easily, fluently and with good understanding * Develop the habit of reading widely and often, for both pleasure and information * 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 * Develop a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. * Re-read, edit and improve their own writing * Confidently use the essential skills of grammar, punctuation and spelling vocabulary in their speech and writing * Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. * Writing is underpinned by speaking, and pupils are encouraged to use ambitious   vocabulary in their speech and writing   * Use discussion in order to learn; they should be able to elaborate and clearly explain their understanding and ideas * Become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate. | We ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide  variety of experiences, quality texts and resources to motivate and inspire our children. All pupils receive a daily English lesson. Teachers also ensure that cross curricular links with concurrent topic work are woven into the programme of study.  • Teachers create a positive reading and writing culture in school, where both are promoted, enjoyed and considered ‘a pleasure’ for all pupils.  • Speaking is at the heart of all learning, and adults model ambitious vocabulary through play. Skillful questioning develops the children’s thinking skills and encourages them to begin  problem solving. Children are encouraged to ask why things happen and to explain their thinking.  • Pupils to discuss and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.  • Promotion of reading through teachers reading out loud regularly to their class.  • Pupils in EYFS and KS1 to have daily phonics sessions, following Jolly Phonics.  • Age appropriate spellings sent home weekly for pupils to practise their words and to write a sentence containing each word at home. Tested weekly.  • Daily Guided Reading sessions in all classes.  • Pupils are being adventurous with vocabulary choices.  • Pupils to acquire strategies to enable them to become independent learners in English (spelling rules and patterns and how to tackle unfamiliar words when reading).  • Working Walls – all classes aiding pupils and guiding them through the process of Reading and Analysing, Gathering Content, Planning and Writing.  • Vocabulary promoted through displays in class, all curriculum areas, enhancing and encouraging a wider use of vocabulary.  • Thesauruses and dictionaries are easily accessible for pupils to use. Vocabulary mats are used where needed  • Teaching a range of genres across the school (progressing in difficulty) both in English and other curriculum areas; resulting in pupils  • being exposed to, and knowledgeable about, literary styles, authors and genres. They can express preferences and give opinions, supported by evidence, about different texts  • Displays of writing, in class, shared areas and on the school website, giving a purpose and audience, to encourage pride in work and to show that work is valued  • Reading and writing events (throughout the year) to encourage and promote enjoyment and opportunities to develop lifelong learning. | The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the science curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.  Pupils will:  • be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning  • be able to read fluently both for pleasure and to further their learning.  • enjoy writing across a range of genres  • Pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded  • have a wide vocabulary and be adventurous with vocabulary choices within their writing  • have a good knowledge of how to adapt their writing based on the context and audience  • leave primary school being able to effectively apply spelling rules and patterns they have been taught  • make good and better progress from their starting points to achieve their full potential |