



# St Gabriel's CE Primary School

## English



Intent	Implementation	Impact
<p><b>When teaching English, we:</b> Ensure consistent, effective English teaching and learning throughout school.</p> <ul style="list-style-type: none"><li>- To plan lessons which build on children's prior learning to equip them for today and tomorrow.</li><li>- Allow continuous progress for each child through thoughtful assessment and pupil progress meetings.</li><li>- To allow children to become confident, independent and reflective readers and writers.</li><li>- To enhance children's enjoyment of reading, written and spoken word through a wide variety of carefully planned, resourced, modelled and delivered opportunities.</li><li>- To open children's experiences by offering them a wide variety of texts and writing opportunities</li><li>- To encourage our children to become resilient learners and overcome challenges in this subject to reach their potential.</li><li>- To encourage our children to take pride in their learning as well as their progress in</li></ul>	<p><b>When teaching English – Writing:</b></p> <ul style="list-style-type: none"><li>- Ensure the requirements of the Primary National Curriculum and early learning goals from the EYFS are met through planning and delivery of daily lessons.</li><li>- Plan units of lessons linked to particular purpose for writing (genre, intended audience)</li><li>- Link our work to the wider curriculum (wherever possible) to give a deeper knowledge of the subject.</li><li>- Expose children to good examples of the writing we are looking for and analyse it with them.</li><li>- Discuss, display and collect purposeful and ambitious vocabulary for children to use.</li><li>- Offer frameworks, guidance, challenges and support to those who need it, adapting work where necessary to ensure progress is made by all.</li><li>- Ensure good quality editing is taught, implemented and seen as purposeful.</li><li>- Teach correctly formed letters and joined handwriting (introduced by the end of Year 2).</li><li>- Expect high quality presentation and encourage children to take pride in their work.</li><li>- Continually monitor and assess children as they work during lessons, giving guidance and advice whilst adapting work when needed.</li><li>- Mark work quickly to set targets, to celebrate successes and share with others.</li><li>- Celebrate exemplar work, progress and success through our celebration assemblies, within our classrooms, through displays and with parents.</li></ul>	<p><b>Children will:</b></p> <ul style="list-style-type: none"><li>- Have developed and learnt the English skills needed to engage fully in the world around them.</li><li>- Be confident using a wide range of punctuation and vocabulary suitable for the genre and audience.</li><li>- Plan, draft and edit their own writing and are able to discuss their vocabulary choices with others.</li><li>- To be good communicators through their use of spoken and written word and confidently for a range of purposes</li><li>- Be fluent readers with a love for reading and apply those skills when reading for real purposes.</li></ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"><li>- Gather evidence of what pupils know, understand and can do in English by observing them working, listening to them and discussing and evaluating their work with them.</li><li>- Carry out more formal summative assessments.</li></ul>

order to prepare them for future life chances.

- To find and share opportunities for exploring spiritual, social and moral matters through the learning which takes place.

**Children will:**

- Take part in engaging and empowering English lessons that develop reading skills, introduce phonics, decoding, fluency, comprehension, inference, purpose and analysis.

- Take part in engaging and empowering writing lessons that develop skills including, spelling, handwriting, grammar, punctuation, vocabular, purpose, audience and editing.

- Take part in engaging and empowering spoken activities such as role play activities, drama lessons, performing poetry and debating.

- Have opportunities to celebrate and share work, through class and whole school events.

- Have opportunities to use and interpret, dictionaries, thesaurus, writing models, online learning and videos, school and class libraries, guided reading resources, working walls and banks of vocabulary.

- Have opportunities for enrichment, including: trips, visitors and whole school events.

- Implement short daily spelling activities.

- Deliver daily systematic phonics sessions in foundation stage and Key Stage 1 using the 'Little Wandle' phonics scheme.

- Deliver regular spelling and grammar lessons, linked to our wider writing focus wherever possible.

- Make half termly summative assessments, analyse progress on the teacher tracking system and meet with SLT for pupil progress meetings in order to discuss progress, concerns in order to inform next steps in children's learning.

**When teaching English – Reading:**

- Ensure the reading requirements of the Primary National Curriculum and early learning goals from the EYFS are met through planning and delivery of daily lessons.

- In Foundation stage and Key Stage 1 deliver daily systematic phonics sessions using the 'Little Wandle' phonics scheme.

- Identify children who need further support in phonics and ensure catch up sessions are provided outside of the phonics lesson.

- Ensure children in Key stage 2 that require further support in phonics access the Little Wandle 'Rapid Catch up' programme.

- Ensure Children in Foundation stage and Key stage 1 access guided reading sessions at least twice a week.

- Ensure throughout Key stage 2 guided reading sessions for each child take place at least once a week.

- In Foundation stage and KS1 all reading books are closely matched to phonic fluency, groups are differentiated and assessed regularly. In Year 2 children move on to book banded books once they have developed sufficient fluency to exit the phonics scheme.

- In KS2 teachers use a variety of age appropriate texts that cover a wide range of genres and purposes often

- Make end of key stage judgements using the levels of attainment statements.

- Carry out moderation activities within school and across the cluster of schools to ensure assessment is accurate.

- Deliver well planned interventions to help progress and decide on next steps.

- Analyse progress on the schools tracking system and use pupil progress meetings to discuss success, concerns and next steps.

- Report annually to parents on how well the pupil has achieved, what they do well and what is needed for further progress.

linked to the wider curriculum. This is delivered through whole class teaching and guided differentiated groups.

- Sessions include: comprehension and discussion, word level tasks, vocabulary and the teaching of inference.
- Little Wandle is used in school to help pupils to learn to read and all early reading books are phonetically decodable.
- Every child in school has a home/school reading book and their reading is monitored through reading records.
- Foundation and Key stage 1 children also take home a 'love of reading' book to share with an adult.
- From Year 3 to Year 5 children access our reading scheme, are assessed regularly and progress onwards.
- By the end of Year 6, the expectation is that children have become free readers and with guidance can choose their own books.
- Monitor those children who are not reading at home and provide intervention.
- Promote a lifelong love for books throughout school through whole school events, author visits, rewards and reading promotions.
- The expectation that every teacher reads to their children each day whether a classic novel, poem or information.
- Look for spiritual, moral, social and ethical issues in our reading which we can use to pose key questions and stimulate discussion.
- Encourage parental involvement through promoting reading with children, adult book swap and each class have a 'Reading List' of suggested books for that year group for parents to access.
- Use interventions to target groups and individuals to support progress.