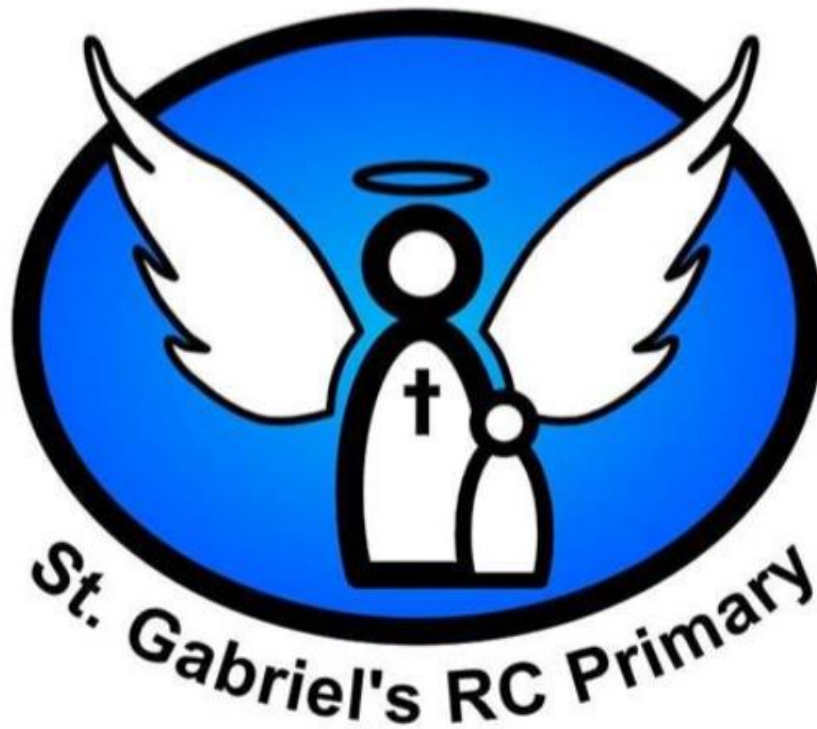




English

Intent, Implementation and Impact Policy

Intent, Implementation and Impact in English

INTENT	Subject Statement	Our English curriculum is designed to enable children to be confident, literate learners who are fully prepared for future challenge by acquiring a love of reading and an ability to communicate effectively through the spoken and written word. Underpinning this, is a growing understanding of the relationship between writer and reader and an enjoyment of language that encompasses not only the mastery of spelling and grammatical knowledge, but also a rich vocabulary that enables them to manipulate and experiment with language across a range of genres. Through a novel-based approach, we ensure that children are offered a creative, inclusive and well-sequenced curriculum, which allows them the opportunity to study a range of texts in-depth, whilst providing meaningful writing opportunities, both within English lessons and across the wider curriculum.
	Subject Expectations	Reading • From Year 2 onwards (Once phonics and modules are completed), Class Reading Journals show evidence of the reading domains as outlined and shared with staff. • The lowest 20% in key stage 2 receive fluency interventions 3-4 times per week. • From Reception to Year 2 – Read Write Inc scheme is followed for phonics. Phonics sessions take place 9:00-9:50am and these sessions are recorded in phonics books. Children's reading books match their phonics set. • Phonics progress is assessed and groups are evaluated on a half-termly basis by the phonics lead. Phonics groups are changed on a half termly basis. • Phonics: Ks1 – The lowest 20% in each class receive 1;1 'pinny time' on a daily basis to improve phonics knowledge. • Year 1 – whole class 'pinny time' • Children have the opportunity to engage in shared reading, independent reading and having a text read to them on a weekly basis. • Home / school reading journals are maintained, and books are changed once children have completed the book and taken the accelerated reader quiz. • In the early stages of reading, children take home a decodable book closely linked to their phonetic knowledge, along with a book for parents / carers to share with their child. • Once fluency is established, children take home an appropriately book-banded reading book, along with a book of their choice from the class or school library. Writing • Writing and reading activities linked to a shared high-quality text. • Evidence of writing sequence in books including introducing the current genre, work on grammar and Alan Peat sentences. • Evidence of editing and re-drafting appropriate to age. • One extended piece of writing completed every two to three weeks. • At least one piece of extended cross-curricular writing in Science, Topic and in RE per half term. • At least one opportunity annually for writing for a real audience either within school or in the wider community. Handwriting • Evidence of taught handwriting, following the Nelson Scheme. • Start every English lesson with handwriting sentences to practice letter formation. Spelling • A record of the weekly Twinkl spelling test and details of children working on individual spelling.

Intent, Implementation and Impact in English

	Conditions for learning	<u>Displays / Working Environment</u> Teachers are expected to show their current learning journey on their working walls. The working wall is to be used as another resource to support the children's learning therefore the working wall needs to be clear and coherent. All resources are to be easily accessible for the children. • Working walls display the current stage in the writing process and include information (e.g. story maps, word banks, writers' tool kit, Alan Peat sentence examples, grammatical terminology and appropriate sentence structure, planning prompts,) to assist children when working • Common phoneme / grapheme correspondence charts are displayed in all R and KS1 classes. • Dictionaries, thesauruses and I-pads should be freely available to support writing. • Every class has a designated reading area where children can enjoy books in comfort. • Children's work is celebrated and often used to support next steps. <u>Learning Behaviours / Attitudes to Learning</u> • The school's Learning Behaviours (independence, collaboration, resilience, making links and being active & engaged) should be evident. An increase in children's writing stamina should also be seen as they progress through the key stages. <i>Learning behaviours:</i> • <i>Active and engaged- teachers plan engaging lessons and promote a positive attitude to English.</i> • <i>Resilience- we encourage the children to never give up and persevere when faced with challenges. As a school we promote the 'power of yet.' In EYFS and KS1 we use the 'not yet Yeti'.</i> • <i>Collaborative- we provide opportunities for the children to work collaboratively.</i> • <i>Making links- Due to a well-planned curriculum, we offer opportunities for the children to make links with their learning.</i> • <i>Independence- we scaffold our work so that all children have the opportunity to work independently.</i>
--	---------------------------------------	---

Intent, Implementation and Impact in English

	Planning	<u>Progression and Sequencing</u> At St Gabriel's, we use a text-based unit approach where the chosen texts link to wider curriculum topics. This ensures that children are immersed within their learning and making links is constantly modelled and encouraged. When sequencing the curriculum, teachers follow a progression of skills document to ensure curriculum coverage and logical progression. Teachers sequence the English curriculum by mapping out the skills (procedural knowledge) and knowledge (declarative knowledge) and content, so that what children learn builds on what they've learned before. <u>Planning</u> - Reading overviews: An outline of genres and key texts to be used for in-depth study and for reading to the class. - Planning powerpoints for reading: A range of reading domains visited on a weekly basis and progression of questioning document used. - Long term planning: Curriculum coverage and progression of skills document used to plan on a half termly basis. The sequence of lessons (which is between 2-3 weeks) is included within this plan. - Short Term: Weekly detail of the writing process (immerse, analyse, plan and write). This includes objectives, key vocabulary, target children and information on meeting the needs of the learner. - Planning for reading is through prepared reading power points showing the coverage of the reading domains. <u>Structure of Lessons</u> Teachers are expected to think about what they want their students to achieve by the end of the lesson, how best for the children to achieve that end goal and how is best to support children who may need it. It is important that teachers see lessons as a coherent learning journey. <i>The following is a guide in the structure of an English lesson- I do, we do, you do</i> - Teacher input to whole class - Teachers model the content, including a complete example to talk through - Teachers present opportunities to solidify content e.g.: non-examples, edit and improve this sentence, complete this paragraph - Children practise the content on whiteboards, allowing teachers the chance to assess who needs support and identify misconceptions - Children complete work, <i>Depending on children's understanding, they may have different starting points. For example, if a child has shown a good understanding in a previous lesson, they may begin the task at the start of the lesson / access a challenge while the teacher is supporting children who are not yet secure with the objective.</i> <u>Resourcing</u> • Dictionaries • Thesauruses • Word mats to support learning • Working walls • Reading areas with access to a fully stocked, age appropriate library
--	--	--

Intent, Implementation and Impact in English

IMPLEMENTATION	Curriculum	<u>Scope</u> At St Gabriel's, we follow a text based unit approach which ensures a focus on all key areas - speaking, reading, writing and listening. Teachers carefully choose texts of an age expected standard which link to their current wider curriculum topic. This ensures that children are immersed within their learning and are accessing engaging and challenging texts. Teachers: Link spoken and written texts to the cultural context of their use Design units of work that focus on developing skills and provide challenge for all pupils Provide students with guided practice as they develop skills for meaningful communication <u>Sequencing</u> We sequence our learning journey by teaching in 2 – 3 week cycles. Each cycle focuses on a particular genre and purpose. Each sequence contains a well-planned build up to an extended piece of writing, with a short piece of writing within the build-up. <u>Knowledge</u> Teachers plan using the following , and ensure that the following is built upon and taught: Prior knowledge: Prior knowledge is a critical factor in forming a new cognitive schema to gain new knowledge (Bartlett., 1995). Prior knowledge decreases cognitive load leading to good learning engagement (Myhill and Brackley, 2004; Mihalca et al., 2011) Substantive knowledge: This is essential as we want our children to be able to delve into the intricacies of English. We give children the opportunity to talk about these substantive elements, understand how they do and don't work, and where these rules can be broken, so that they are building knowledge to be great writers. Reading – phonics, comprehension, fluency Writing – transcription, handwriting, composition Spoken language Disiplinary: This is teaching the children how we look at things in English. What is this piece of writing's purpose? What is it that linguists do? What about writers and poets? How do they think differently? How do they plan and write? What lenses are used to do this? We want our children to be able to read and write well, therefore it is important that they have this knowledge available and that they are able to look at, understand, and explore.
----------------	------------	--

Intent, Implementation and Impact in English

	Pedagogy Teaching and Learning Quality 1st teaching based on current research	<u>Learning</u> • Text based learning approach for all learners – immersed in their learning due to texts linking to the wider curriculum • All lessons planned to build on children's prior learning • Collaborate learning • Personalised learning • Differing levels of challenge • All reading domains visited <u>Teaching</u> A range of teaching and learning strategies are utilised throughout the teaching of English as detailed below: - modelling - provide models / guides for pupil practice and independent practice; - enabling and deliberate practice; - daily / weekly review using retrieval questions; - new content of knowledge and skills introduced in small steps; - ensure cognitive load theory practices are utilised from short term memory to long term memory; - growth mind-set; - metacognition; - build resilience; - scaffolding; - use of technology; - appropriate use of Summative and Formative Assessments; - teach vocabulary; - explicit Instruction; - effective questioning techniques ; - differing levels of challenge; - modelling and scaffolding;
--	--	--

Intent, Implementation and Impact in English

	Meeting the needs of the learner	<u>Planning</u> When planning, teachers ensure to meet the needs of the learners and this is evident in all weekly plans. Teachers use both formative and summative assessment to inform planning and interventions. <u>Provision for SEND / disadvantaged</u> <i>Teaching and learning support strategies and resources that build on the strengths of children with SEND/ disadvantaged and remove barriers to learning.</i> <u>Communication and Interaction-</u> ➤ Vocabulary is reflected on the working wall and is to be referred to as a resource to support the children. ➤ Subject specific vocabulary can be shown on a word mat with pictures. <u>Cognition and learning</u> ➤ Scaffolding ➤ Differing levels of challenge ➤ Short input including an 'I do, you do' approach. <u>Social, Emotional and Mental Health</u> ➤ Allowing children to have brain breaks. ➤ Support materials for children to refer to <u>Physical and Sensory Needs</u> ➤ Providing concrete resources where appropriate <u>Challenge</u> <i>At St Gabriel's we believe every child should be provided with the opportunity to succeed, therefore we teach to the top and scaffold the work to support the children to meet the intended outcome.</i> <u>Catch up / interventions / Cumulative dysfluency / Addressing gaps</u> • Planned interventions take place for the lowest 20% in each year group and other interventions include: • Daily readers • IDL • Pinny time
--	--	--

Intent, Implementation and Impact in English

IMPACT	Review and Assess Assessment for Learning	<u>Questioning</u> <i>During teacher input, teachers ask a variety of closed and open questions. Closed questions allow the children to draw upon their declarative and procedural knowledge. Open-ended questions allow the children to draw upon their conditional knowledge.</i> A progression of questioning document is used by teachers to plan to ensure all year groups are being questioned at an age expected standard. <u>Review of learning</u> • Marking to improve policy • At the end of each writing cycle, children's work is assessed against a success criteria • Half termly reading and SPaG assessments • Accelerated Reader tests when children have completed their book • Accelerated Reader assessments to ensure children are reading within their correct reading zone. (ZPD) <u>Feedback to improve</u> On a day-to-day basis, verbal feedback is given as part of the writing process; this is responded to immediately. Children are given the opportunity to edit their work – a small pink mark at the side of the page indicates that there is a spelling, punctuation or grammatical error within that line. Children find the error and self-correct. The error may be circled for SEND children or others requiring support. Longer pieces of writing are marked by a teacher, TA, pupil, peers or a combination of these against agreed success criteria. Where this is done, there is time for the child to respond to marking. In order to scaffold marking, teachers may respond at three levels: 1. Indicate a section or paragraph of the text and state the improvements required. The child redrafts independently. 2. Indicate a section or paragraph of the text and give some suggestions, hints or tips linked to the required improvement. The child then uses these as a scaffold for improvement. 3. Indicate a sentence or section of the text and give two or three alternative improvements. The child then selects one of these and explains why it has been chosen.
	Summative assessment	A summative assessment of reading is made in the Autumn, Spring and Summer term using a combination of NTS test results and Teacher Assessment. The Standardised Score from NTS is recorded on Target Tracker, along with Target Tracker step (B, B+, W, W+, S or S+). A summative assessment of writing is made at the same time using the Writing Check lists (Working Towards, At Expected, Greater Depth) and, again, a Target Tracker step is recorded.
OTHER	Culture	Love of English flourishes throughout school by: • Enrichment opportunities – reading competitions, world book day celebrations, National poetry day celebrations, Shakespeare themed week, Christmas bedtime stories day, Christmas writing competitions • Engagement opportunities – hooks in learning, exciting books and topics, running with children's interests • Home learning – Writing competitions, and English homework each week

Intent, Implementation and Impact in English

	Wider curriculum opportunities / Cultural capital	Literacy is the key to wider curriculum opportunities, as skills of speaking, reading and writing are applied to all other curriculum areas. It is through learning to write for a range of reasons, including (by the end of KS2) an awareness of different degrees of formality, that children are prepared for future experiences. High-quality reading texts have a role to play in the promotion of cultural capital as they introduce children to authors and experiences beyond those of their everyday life.
	Reading within the Curriculum Area	Fluent reading is essential to unlocking information across the curriculum and, increasingly, as children pass through the key stages, in carrying out independent research. Reading opens the door to future opportunities.
	Related Policies	• Handwriting and Presentation • Feedback and Marking to improve • Teaching and Learning • Assessment