



ENGLISH Intent, Implementation and Impact
Newton Bluecoat C. of E. Primary School

INTENT	IMPLEMENTATION	IMPACT
For pupils to be able to read, write, spell and speak at age appropriate levels and following age-related expectations.	All pupils to receive a daily English lesson.	Pupils enjoy reading regularly for information and for enjoyment/pleasure
For pupils to be exposed to a variety of literature, genres and authors.	To create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.	Pupils discuss books with excitement and interest.
For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required.	For pupils in Nursery, EYFS and KS1 to have daily phonics sessions, following Letters and Sounds – Floppy Phonics planning and progression.	Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences.
For pupils to read and write daily.	For Year 4 and 5, to use the Fast Forward Spelling, delivering 2/3 sessions per week. Pupils to record spelling sessions in their SPAG books.	Pupils are proud of their writing. KS2 children have 'Extended Writing Books' where they produce exceptional double-paged spreads. Weaker writers are excited to write up their final outcomes.
For pupils to be confident when writing and read easily, fluently and with good understanding.	Spellings sent home weekly. Pupils to practise their words and to write a sentence containing each word at home. Tested each week.	Pupils know that others value their writing; they see it on display, used as 'WOW Walls, made into class books.
For pupils to develop an understanding of grammar and punctuation and to acquire a	For Guided Reading sessions to take place daily in all classes. Years 1 to 6 to follow a	Skills progress (grammar and punctuation) throughout the school is evident in children's



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wide vocabulary and to use these appropriately.	whole class approach. EYFS to be completed in small groups daily. Pupils to record this in Guided Reading journals.	books.
For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often.	For all pupils to take reading books home frequently and to read regularly at home. EYFS and Year 1 pupils to access their home reading books, and guided reading books by phonetically decoding the text.	Pupils are being adventurous with vocabulary choices.
For 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).	Teachers to use a range of strategies to develop writing e.g. role play, drama.	Writing across the curriculum is the same standard as in English books.
For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates.	For pupils to be encouraged to read for pleasure – reading ambassadors, book fair, author visits, reading buddies, #30bookchallenge, #aiminghigh6bookchallenge, DEAR etc.	There is evidence of a clear teaching sequence in books: 1. reading and responding phase 2. reading and analysis phase 3. gathering content phase 4. planning 5. writing phase 6. scaffolded outcome 7. independent outcome.
Pupils to take pride in their writing in all subjects, to use our handwriting script and to present their work to a high standard.	Working Walls – all classes to have an English display to aid pupils and guide them through the process of Reading and Analysing, Gathering Content, Planning and Writing.	A range of genres are taught across the school (progressing in difficulty) 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.



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	Vocabulary – displays in class, all curriculum areas, to have vocabulary displayed. Classes to encourage a wider use of vocabulary by having a 'word of the week'. Vocabulary mats to be used. Thesauruses and dictionaries to be easily accessible for pupils to use.	Whole Class Feedback provides positive support and directs the pupil on their next steps to improve their writing. Pupils respond well to targeted feedback.
	Units of work to be planned that follow the teaching sequence: Reading and Analysing, Gathering Content, Planning and Writing and cover a variety of genres and literary styles.	Children are exposed to examples of other children's work in lesson which promotes discussion about how to edit and improve.
	Short writing opportunities to be planned for and at least one longer independent writing task in each unit of work.	Pupils use classroom resources to support their learning.
	Teachers to plan different writing styles into other curriculum areas.	Pupil's presentation is of a high standard through following the school's handwriting policy.
	Work to be differentiated as required and needed.	Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made.
	Teachers and TAs to support ALL pupils on a regular basis; providing intervention, support and challenge that individuals require to advance their learning in all areas of English.	Teachers track pupils' progress each half term in Reading, Writing, Speaking and Spelling, Punctuation and Grammar. This informs planning and any intervention needed.



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	Accurate assessment in writing (KLIPS Tick grids broken down) to be completed half-terminly. Accurate assessment in reading (LAPS Tick Grids) to be completed half-terminly.	Whole School Writing Assessments in Extended Writing Books (from the same stimulus). Whole school moderation to compare and monitor progress through schools; this is used in conjunction with half-terminly writing assessment to see progress and any potential gaps per child → intervention or feedback used to ensure children on track.
	Grammar and Punctuation to be taught alongside the Units of Work and children in Years 1 – 6 to have daily SPaG sessions and to be recorded in their SPaG books.	Headstart tests in Reading and Spelling, Punctuation and Grammar are used in Year 1, 2, 3, 4 and 5 in every term to monitor progress.
	Teachers and TAs model reading, planning writing, writing and handwriting.	Pupil progress meetings with Head teacher and teachers each term ensure different groups and individual progress is monitored and interventions organised to support progress.
	Teachers read out loud regularly to their class.	Intervention sessions enable a greater proportion of pupils to be on track to meet year group expectations or in the case of those working significantly below expectations to make better than expected progress.
	Editing and proofreading skills are modelled by adults and used by the children.	Children use Whole Class Feedback to help improve their work – teacher utilises their time to challenge children and secure learning.



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	Displays of writing to encourage pride in work, give a purpose and audience and to show that work is valued.	Subject leader completes two reports for the governors each year so they are up to date with any new initiatives that have been introduced and the impact of these.
	Whole Class Feedback used to mark English and Extended Writing Books.	Subject leader conducts learning walks, lesson observations, pupil interviews and book monitoring throughout the year. These inform future areas for improvement and the impact of new initiatives.
	Extended writing books used in KS2 for final outcomes in English and for cross-curricular. Children encouraged to create a 'double-paged spread'.	Standards being met at the end of EYFS, Phonics Screening Check, KS1 and KS2 are broadly in line with local and national averages. Each year data is analysed and any areas for improvement identified and addressed. These are often included on the School Improvement Plan and English Action Plan.
	Newton Bluecoat's script to be used and staff to follow the school's handwriting policy.	Subject leader provides an action plan for the subject and addresses areas for development and improvement annually.
	To encourage and promote enjoyment in reading and writing events take place often throughout the year. These include: writing workshops, handwriting weeks, World Book Day, library visits, visitors to assemblies,	Rose Reading Age assessment to be completed every 6 months to monitor children's reading age and the progress they are making. Appropriate interventions put in place as required.



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	author/poet visits, Book Fairs and clubs.	
	Upper KS2 children to present in worship to explain about the Patron Saint of their house team and to share what School Council and Charity Committee are doing.	