



ENGLISH

Intention, Implementation Impact

Intention

When our children leave Stonelow we want them to be enthusiastic readers, children who read fluently and widely and are able to express preferences and opinions about the texts that they read. We want them to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites. Children will have experienced and gained understanding of how to analyse and infer from texts and extracts. They have the skills to retrieve answers and draw together examples from the text in order to give answers based on evidence and inference.

We want to produce children who write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style. We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and then use them when speaking both informally and formally.

We also aim for our children to apply all of these English skills to all areas of the curriculum.

All of these are underpinned by high expectations, modelling, fluency and good use of vocabulary.

Implementation

Every class chooses and uses high quality texts that are selected from a list of recommended texts for the year group or are chosen for their context or content. Most of the English work is then planned and delivered through the context of a text, and some is planned to develop use of GAPS skills. We teach phonics to all children who still need this, especially in Year 3. It is a systematic, approach following on from the practice of the feeder infant schools. Spelling and grammar is taught throughout the week. Year groups cover the expectations set out in the NC programs of study and this ensures full coverage. The weekly quizzes and morning tasks allow teachers to spot misconceptions at an early stage. Reading and writing is woven throughout the curriculum ensuring that high expectations for both are used and applied in other subjects. We celebrate days throughout the year such as National Poetry Day, World Book Day and organise visits from authors and book fairs. We also plan whole school challenges to maintain interest and variety in reading and writing. We have a whole school text at the start of every school year which brings the whole school together to concentrate on one theme/focus. Each fortnight, children take part in a Weekly Write which is a planned and then independent creative writing to demonstrate secure/embedded skills in writing and within different genres.

Impact

The impact and measure of success within English is to ensure children not only acquire the appropriate age-related knowledge linked, but also skills which equip them to progress from their starting points, and within their everyday lives.

Long term 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 and different purposes and audiences
- pupils of all abilities will be able to succeed in English lessons because work will be appropriately scaffolded, modelled or supported. Equally children will have opportunities to work independently and develop skills needed for this.
- 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. They will also be able to use dictionaries and thesaurus for support
- make good and better progress from their starting points to achieve their full potential