



Sharneyford Primary School

Intent, Implementation & Impact in English

Intent	Implementation	Impact
<p>For pupils to be able to read, write, spell and speak at age-related levels following age related expectations.</p> <p>For pupils to be exposed to a variety of literature, genres and authors.</p> <p>To give children the opportunity to write for a range of purposes and audiences through well-planned lessons that allow for a clear, concise and coherent writing style.</p> <p>For pupils to write and read daily as a non-negotiable.</p> <p>For pupils to be confident when writing and reading and to perform both of these with good understanding and fluency.</p> <p>For pupils to develop an understanding of grammar and punctuation while acquiring a strong vocabulary base that can be used appropriately.</p> <p>For our pupils to develop a deep love of reading for pleasure; including non-fiction books.</p> <p>For our children to enable themselves the acquisition of strategies that allow for them to become independent learners.</p> <p>To be able to discuss and present our ideas by talking elaborately and explaining ourselves clearly.</p> <p>To take pride in our work; following our presentation guidelines.</p>	<p>For Literacy lessons to happen for all pupils daily.</p> <p>To create a positive reading and writing culture in school, where both are enjoyed and conducted happily.</p> <p>Pupils in EYFS and KS1 will have phonics lessons daily following letters and sounds.</p> <p>For the school to follow the Nonsense Spelling Scheme using short, fun, active spelling sessions.</p> <p>Pupils to be tested on their spelling once per week during timetabled time.</p> <p>For guided reading to take place in each class using the schools scheme. Readers can also read 1:1 with an adult.</p> <p>All children will have reading journals where clear, productive comments should be left for the children.</p> <p>All pupils will take their reading books home and read with an adult or more knowledgeable other. We encourage our pupils to enjoy reading independently too.</p> <p>Pupils will be taught to read for pleasure by book-promoting initiatives throughout the school year.</p> <p>Working walls will be used in each class to support children through the writing phases. We suggest the use of purpose, audience, language and structure (PALS) displays but the choice will remain with class</p>	<p>Pupils enjoy reading regularly, especially for enjoyment.</p> <p>Pupils are able to discuss books with other pupils and adults in school, with interest.</p> <p>Pupils enjoy writing and have the opportunity to write across a range of styles often. They write for different purposes and audiences- this is backed up by the displays in classes.</p> <p>Pupils are proud of their writing and the presentation is constantly improving.</p> <p>Progression of skills is evident in the books of our children.</p> <p>Writing across the curriculum is strong and happens often.</p> <p>There is evidence of the use of the Lancashire teaching sequence in books. Opportunities for writing follow reading and responding, analysis, gathering content, planning and writing phases supported by independent outcomes.</p> <p>There is evidence of next-step marking.</p> <p>Some evidence suggests pupils respond to feedback.</p> <p>Presentation is good and is constantly improving. There is however room for a more consistent approach.</p>

	<p>teachers who are at liberty to be more informed of their own class's particular needs.</p> <p>Vocabulary displays should be used in each class where dictionaries and thesauri are easily accessible.</p> <p>Units of work will follow the Lancashire teaching sequence.</p> <p>Short writing opportunities are planned for so that they take place frequently.</p> <p>Work is differentiated where appropriate.</p> <p>Teachers and TA support children on a regular basis, providing intervention, support and challenge that our children may require to help them access the curriculum at age-appropriate levels.</p> <p>Teachers and TAs model reading, writing and presentation.</p> <p>Editing and proofreading are used especially well in KS2.</p> <p>Displays encourage pride in the work of children.</p> <p>The handwriting policy is followed throughout school.</p>	<p>Intervention sessions are planned for and carried out consistently.</p> <p>All staff moderate work and agree standards. Literacy leader attends cluster meetings.</p> <p>Subject leader provides an action plan that is reviewed well. Governors are also reported to.</p> <p>Subject leader liaises with staff to triangulate; interviewing pupils and monitoring books</p>
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