



Intent, Implementation and Impact of English

Four Swannes Primary School

Intent

Our overarching aim for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word and to develop their love of literature by promoting widespread reading for enjoyment.

We aim for our pupils to be able to :

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguist conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purpose and audiences
- Use discussion in order to learn
- Elaborate and clearly explain their understanding and ideas
- Speak and listen through making formal presentations and demonstrating to others

Implementation

We aim for children to speak fluently, clearly and coherently; to be able to listen attentively with understanding, pleasure and empathy and to contribute to group discussions effectively. This is achieved by :

- Empowering our children as speakers and listeners by giving them plenty of opportunities to share their opinion and listen to the opinions of others, thus showing them that what they say is valued and respected.
- Modelling excellent speaking and listening skills as adults in day-to-day interactions with the children and with other adults around the school to provide an excellent example.
- Helping them to articulate their ideas by giving them time to rehearse what they're going to say through partner / small group discussion before sharing with the whole class.
- Providing opportunities to perform for a larger audience (e.g. assembly, class productions) where their effort and skill can be appreciated by their peers of all ages, parents, staff, carers and visitors to the school.



- Providing opportunities for collaborative work to give the children opportunities to learn how to share ideas with one another and use discussion to develop their line of thinking.
- Giving time for children to ask questions, to ensure they understand what they're asked to do in any given situation.
- Be given lots of opportunities for extended writing, underpinned by discrete grammar lessons in order to improve the structure of their work.
- Be exposed to 'wow moments' and experiences that enable them to acquire a confident and positive attitude towards writing.
- Have opportunities to write for a variety of purposes and audiences in order to develop and sustain writing skills.
- Be shown modelled examples of work by class teachers, to enable them to correctly compose, amend and revise their writing.
- Be provided with personalised targets for their writing (based on the HfL assessment criteria), which children are aware of, that need to be seen in their work three times before they can be ticked off and new targets given.
- Be provided with in-depth marking for longer pieces of writing, with next steps given and targets ticked off if they've been achieved.
- Be given praise for achievements, with their successes celebrated in front of their peers.
- Be expected to complete 'Big Writes' twice a half term, in order for them to learn to write for pleasure and develop their ability to edit their work with a partner and independently.
- Understand that presentation is important, with an emphasis placed on handwriting in all written work.

Impact

The teaching of English within Four Swannes should not only enable children to acquire age-related knowledge, but also build on the skills they already know and enable them to progress from their starting points, year on year.

In the 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.
- Be able to achieve regardless of ability, because tasks will be appropriately scaffolded for their age and stage of learning.
- Leave primary school being able to effectively apply spelling rules and patterns they have been taught.