



### Subject Leader 2021-2022: Intent, Implementation & Impact

<b><u>Subject</u></b>	English
<b><u>Date</u></b>	09/2022
<b><u>Subject Leader</u></b>	Amanda Jackson

<b><u>Intent</u></b> <i>Curriculum coverage and planning</i>	<b><u>Implementation</u></b> <i>Subject teaching and use of resources</i>	<b><u>Impact</u></b> <i>Outcomes: progression towards end of Key Stage outcomes</i>
---	--	--

<b>INTENT:</b>	
<b>What do you want your subject to look like at Stephen's?</b>	English at St Stephen's is about providing the best opportunities for children to learn and develop their reading and writing skills. We want children to flourish in their literacy skills and enable them for a bright future ensuring they have the early building blocks they need to become confident, literate individuals.
<b>How does it relate to the National Curriculum?</b>	At St Stephen's we believe our children should experience a broad, balanced curriculum so as well as our daily reading, phonics, English, spelling and handwriting sessions we give children the opportunity to develop their reading and writing skills across a range of subjects.
<b>How does your subject show progression across the school?</b>	The long-term plan ensures that the full coverage of the English curriculum is taught at St Stephen's and that a range of books/cultures/backgrounds and ways of life are covered through the English curriculum.
<b>What experiences of excellence in your subject will children remember?</b>	The 'hook' at the beginning of an English topic is intended to get the children excited and interested in their new book for the half term. Books for each year group have been carefully chosen to inspire and help the children to write in a creative way as well as



## Subject Leader 2021-2022: Intent, Implementation & Impact

	<p>ensuring all the objectives of the topic can be covered through the teaching of the writing and SPAG. School trips can be linked to the English topic e.g. reception class spending the day on a canal boat, Y1 visiting the beach etc. Handwriting is celebrated in school and with parents. Writing is often celebrated in celebration assembly on a Friday and the teacher can share what they did in writing that made their work stand out and be excellent.</p>
<p><b>How does my subject relate to the ethos of the school in terms of RE and Christian values?</b></p>	<p>Inclusivity is something that we strive to make our school and these values run through our English curriculum to ensure that all children can access the lessons and make progress. TA and teacher support is essential for children who are working below the expected standard or who are new to the English language. Support will be put in place throughout the school to ensure that these children are as well supported and that the lessons are accessible to all children at St Stephens.</p>
<p><b>How is my subject an expression of our school population and community?</b></p>	<p>We use a range of books throughout school which are intended to show many different cultures and ways of life all around the world. Black history month is celebrated throughout school and the children learn about people's lives and experiences through time through books.</p>
<p><b>How is your subject made accessible for all learners? (SEND/EAL/GD)</b></p>	<p>EAL and SEND are supported through extra support via TA and teacher support, magpie books, word mats, working walls, reading eggs, NESSY.</p> <p>GD children given the freedom to show their flair and individuality through writing. The bottom 20% of children in reading will be identified in all classes and these children will be prioritised for targeted interventions, quality first teaching and supported in class to reach their full potential.</p>
<p><b><u>IMPLEMENTATION</u></b></p>	
<p><b>How are teaching staff given expert knowledge of your subject to understand key concepts?</b></p>	<p>All staff have had a half day training with Debs Bragard in Sept to look at their new class books for their year group. The 3-week cycle teaching program was introduced as well as teaching points for using the book for key vocab/how to use working walls effectively/model the writing to the children etc.</p>



### **Subject Leader 2021-2022: Intent, Implementation & Impact**

	<p>In Nov, RC and DB did a whole school book look, saw what was working well and areas for development and then did a staff meeting and shared these findings with staff. Staff then fed back on what they thought worked well/any issues/any questions that they had about the writing.</p> <p>Moderation done every term with link teacher to discuss children's progress and moderate together.</p>
<b>How is subject content designed and delivered in class to enable children to transfer key knowledge to long-term memory?</b>	<p>Children will continuously revisit writing features from previous genres and add to them as they become more confident using them. Handwriting is practiced daily in classes to ensure their handwriting style becomes embedded.</p>
<b>How do teachers check understanding during learning and give clear feedback?</b>	<p>Verbal feedback during lessons from both TA and T. T to mark the writing using the school's handwriting scheme in the margin for children to act upon in the next lesson using purple pen. Ch who have not understood the LO are then identified by the teacher and a post teach is done with the TA.</p>
<b>How is key vocabulary taught and understood in your subject?</b>	<p>Vocab is taken from the class book and referred to via the WW for the children.</p>



## **Subject Leader 2021-2022: Intent, Implementation & Impact**

<b><u>IMPACT</u></b>	
<b>What monitoring exercises do you as a subject leader complete regularly to quality assess the subject?</b>	Monitoring is carried out every term, through lesson observations, learning
<b>How do you identify which children are working at the expected standard and those who need further support?</b>	Through moderation with other teachers each term. RC and AD ask for a sample of children from the writing data given and moderate 5/6 children, check accuracy of assessment and feedback to class teachers. Pupil progress meetings are done termly/half termly and intervention groups are identified during that meeting.
<b>What are the strengths you found in your subject after your investigations?</b>	Staff and pupils are now confident with the 3week teaching structure for narrative, where they complete a reading week and explore a new text, a planning week, followed by a writing week. Now everyone is familiar with this system, and it is embedded across school, we are confident that we have a clear and consistent structure for teaching writing skills in school. WE will develop this further by introducing a similar approach to teaching non-fiction writing and creating more opportunities for writing across the curriculum.



### **Subject Leader 2021-2022: Intent, Implementation & Impact**

**What are the next steps for your subject across the school generally that you have identified?**

- A consistent approach to reading across the school
- Daily teaching of new phonics programme
- Creating opportunities for non-fiction writing across the curriculum