



Intent <i>Padiham Green is a Christian School where everyone is valued. We want our children to LOVE, to LEARN and to SHINE on their journey.</i>	Implementation <i>As a school family we set good examples for all our learners. Using gospel values, we guide everyone along the right path.</i>	Impact <i>'Life in all its fullness' (John 10:10)</i>
- For pupils to be able to read, write, spell, speak and listen at age appropriate levels and following age related expectations. - For pupils to be exposed to a variety of literature, genres and authors. - For pupils to write for a variety of purposes and audiences; clearly, accurately and coherently, adapting their language and style as required. - For pupils to read and write daily; English skills being reinforced through the delivery of a broad and balanced curriculum. - For pupils to be confident when writing and read easily, fluently and with good understanding, and with enjoyment of both. - For pupils to develop an understanding of grammar, punctuation, spelling and linguistic conventions and word origins, and to acquire a wide vocabulary and to use these appropriately. - For pupils to develop a love of reading for pleasure, as well as for information, by reading widely and often. - To become enthusiastic and critical readers.	- All pupils to receive a daily English lesson. - To create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils. - For pupils in EYFS and KS1 to have daily phonics sessions, following 'Little Wandle'. - For Year 3-6, to use the No Nonsense Spelling scheme, delivering 5 sessions per week. - Spellings sent home weekly, linked to their work in class. Pupils to be tested on these at the end of each week. - Weekly spellings to be put on to Spelling Shed for further practise at school and at home. - Guided Reading sessions to take place daily in KS1, using the carousel approach. In KS2, guided reading to take place daily. - For all pupils to take reading books home (those in KS1 in line with the phonics stage they are working within) and to read at home. - For pupils to be encouraged to read for pleasure – Lunchtime KS2 reading to KS1, Breakfast club reading group, Whole class reads shared daily, staff	- Pupils enjoy reading regularly, for information and for enjoyment/pleasure. - Pupils discuss books with excitement and interest. - Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences. - Pupils are proud of their writing. - Pupils know that others value their writing; they see it on display, used as WAGOLLS and made into class books. - Skills progress (grammar and punctuation) throughout the school is evident in children's books. - Pupils develop and demonstrate the strategies and skills needed to be independent readers and writers. - Pupils are being adventurous with vocabulary choices. - Pupils enjoy reading regularly, for information and for enjoyment/pleasure. - Pupils discuss books with excitement and interest.

• Through the study of English, pupils will develop imagination, inventiveness and creativity. • 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) and to acquire the strategies to allow them to self monitor and correct. • For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, give presentations and participate in debates. • For pupils to listen to others, respond appropriately and ask suitable questions to extend their understanding. • Pupils to take pride in their handwriting and presentation, and present their work to a high standard. • For English to be inclusive, with all pupils developing and improving their skills.	& pupil recommendations, author visits, timetabled weekly school library visits. • 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. • All classrooms to have a stimulating reading area with books that reflect the interests and abilities of pupils. • All classrooms display current class read which reflects book talk activities. • Vocabulary – displays in class with all curriculum areas to have vocabulary displayed. Classes to encourage a wider use of vocabulary by having a ‘word of the week’. Thesauruses and dictionaries to be easily accessible for pupils to use. • 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. • Short writing opportunities to be planned for during the reading phases as well as a scaffolded outcome within each unit and an independent writing task. • Independent writing tasks within other curriculum areas are also planned for. • 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. • Grammar and Punctuation for the year group to be taught as part of the Units of Work as starters to lessons. In addition, a short starter recapping previously taught skills is to be included. • Teachers and TAs model reading, planning writing, writing and handwriting.	• Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences. • Pupils are proud of their writing. • Pupils know that others value their writing; they see it on display, used as WAGOLLS and made into class books. • Skills progress (grammar and punctuation) throughout the school is evident in children’s books. • Pupils develop and demonstrate the strategies and skills needed to be independent readers and writers. • Pupils are being adventurous with vocabulary choices. • Writing across the curriculum is the same standard as in English books. • There is evidence of a clear teaching sequence in books; Phase 1. Reading and responding Phase 2. Reading and analysing Phase 3. Gathering content Phase 4. Planning Phase 5. Writing phase 6. Scaffolded outcome 7. Independent outcome. • 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. • Regular verbal feedback and ‘next steps’ marking provides positive support and directs the pupil on their next steps to improve their writing. • Pupils respond to feedback. • Pupils use classroom resources to support their learning. • Pupil’s presentation is of a high standard through following the school’s handwriting policy.
---	---	--

	• Teachers read aloud quality texts regularly to their class and share their love for reading. • Editing and proofreading skills are modelled by adults and used by the children. • Marking and feedback in English should be at the point of learning and where possible, given verbally. Independent writing opportunities are to be quality marked against the 'success criteria' and 'next steps' are given. • Teachers track pupils' progress each in Reading, Writing, Spelling, Punctuation and Grammar through the use of formative and summative assessment. Analysis of these assessments informs planning and any intervention needed. • 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. • Handwriting to be taught weekly and practised in short sessions throughout the week.	• Teachers moderate pupils work in school and in cluster meetings with other schools to ensure accurate assessments are made. • Pupil progress meetings with SLT and teachers each term ensure group and individual progress is monitored and interventions organised to support progress. • Targeted, fluid 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. • Subject leader provides an action plan for the subject and addresses areas for development and improvement annually. This is updated termly. • Subject leader reports to governors each year so they are up to date with any new initiatives that have been introduced and the impact of these. • 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.
--	---	---