English Intent, Impact and Implement statement (2025)

Intent

It is our intention to help all our children develop a love for English through the spoken and written word, whilst supporting each child to reach their full potential. We believe that English is not just an end in itself but it provides the key to unlock all other areas of learning, enabling all pupils to take a full and constructively critical part in society. Thus, English is at the heart of our curriculum. We explore and develop children’s speaking and listening, phonics, reading and writing skills across all elements of their learning, not just in their daily English lessons and activities.

 We intend to provide quality literature to motivate children to read and write and this support our topics to engage children with the intention to learn. We support our pupils to communicate effectively through speaking and listening, reading, and writing, with confidence and fluency, allowing them to engage with others in the school and the wider community. English is a core subject within the National Curriculum and supports learner to access to all other curriculum areas through cross-curricular learning.

Implementation

Statutory requirements for the teaching and learning of English are laid out in the ‘National Curriculum English Document’ (2014) and in the Communication, Language and Literacy section of the ‘Statutory Framework for the Early Years Foundation Stage’ (2021)

* All teachers are responsible for weekly planning, medium term planning, and long-term planning. We have immersion topic days to support motivation and authenticity of the topic to foster a love of learning. Long term plans show what topics will be taught each half term across the school. These have been carefully selected to ensure coverage and progression for each curriculum subject across year groups, key stages and school.
* Class teachers develop medium term plans each half term which outline in more detail what will be taught. These are written in parent friendly language, and which provide parents with a clear overview.
* Short term planning is undertaken by the class teachers, utilising a range of resources. Teachers plan their lessons for their class using our progression of knowledge and skills document.

Provision for hearing readers is made outside the English lesson and focusses on three areas: Decoding, prosody, and comprehension. The Little Wandle Phonics scheme is taught daily to all children across the school. Rapid catch up is taught through an intervention and our lowest 20% readers are listened to read daily or take part in a personalised phonics intervention.

In Early Years, English is taught through the prime area of ‘Communication and language,’ and the specific area of ‘Literacy,’ but also through continuous provision approach throughout all the areas of the Early Years curriculum.

Impact

The impact of this is to ensure children make good personal progress and meet the appropriate age-related objectives linked to the English National Curriculum Programme of Study.

Through Assessment for learning the children will receive appropriate support to help achieve this. Quality first teaching and adaptive teaching will support children in making good personal progress.