



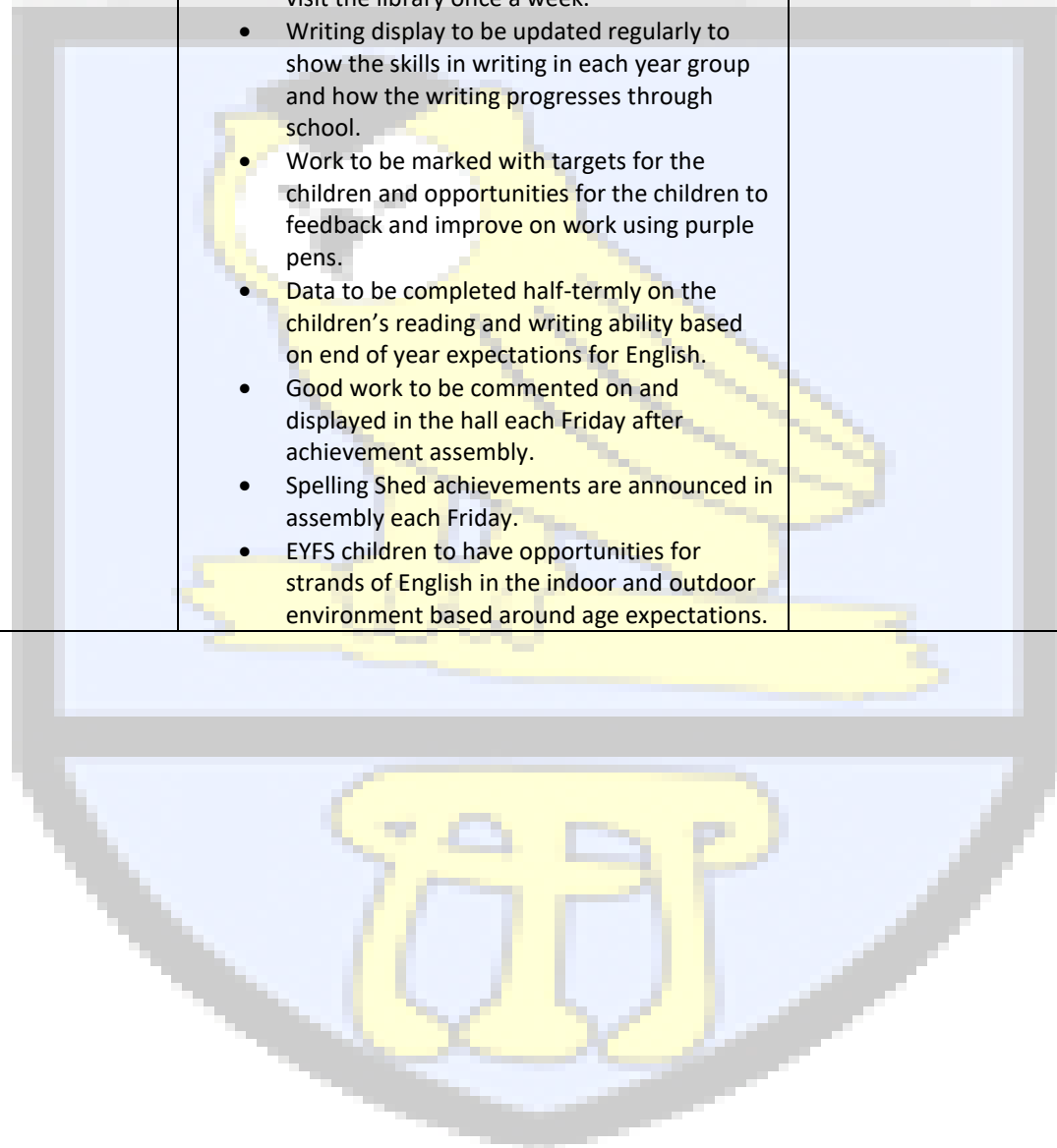
Intent, implementation and impact in English at Moldgreen

| Intent | Implementation | Impact |
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| <ul style="list-style-type: none"> • For pupils to be able to read, write, spell and speak 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 daily. • For pupils to be confident with writing and read easily and for pleasure, fluently and with good understanding. • For pupils to develop a good understanding of grammar and punctuation and to acquire a wide vocabulary and use appropriately. • For pupils to want to read and borrow a range of books and value books and stories. • For pupils to acquire strategies to enable them to become independent learners in English. • For pupils to enter into discussion and to present their ideas to each other by talking, being able to elaborate and explain themselves clearly, make presentations and participate in debates. • Pupils to take pride in their writing and presentation and use cursive script. | <ul style="list-style-type: none"> • 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, little wandle planning based on Letters and Sounds. All children following little wandle to complete assessments every 6 weeks. Children in year 1 to complete phonics screening checks half termly. • For children who have passed phonics screening in year 2 and Y3-6 to use the No Nonsense spelling scheme coverage and lesson ideas and incorporate use into daily SPAG sessions. • When completed the phonics scheme, spellings are sent home weekly each Friday. Testing completed on Friday. KS2 spelling based on statutory lists and No-Nonsense spelling lists and tested weekly. • Year 2-6 access Spelling shed in school at least once a week. • Y1 children will use Reading Eggs to develop phonic and reading skills at home and children in Y2 who did not pass the phonic check in Y1 will also use the programme at least once a week. | <ul style="list-style-type: none"> • Pupils enjoy reading regularly for information and for pleasure. • Pupils discuss books with interest. • Pupils take pride in writing and use the features of different genres and styles. Children write for different purposes and audiences, altering formality where necessary. • Pupils are proud of their writing and are keen to redraft and improve. • Pupils know that their writing is valued: display, team-points, achievement in assembly, writing for a purpose, shared on web-site, enter competition, class writer of the week. • Grammar and punctuation skills develop through the school (linked to policy) and is evident in planning and children's books. • Pupils are adventurous with word choices and never 'dodge' a tricky word or spelling. • Writing in other subjects is at the same standard as English lessons. • Evidence of clear teaching sequence in books based on MTP • A range of genres is taught at age related expectations, resulting in pupils being exposed to and having knowledge about styles, authors and genres. |

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| <ul style="list-style-type: none"> • For pupils to leave Moldgreen with a love and confidence in reading and an ability to write for a range of purposes using correct grammar, punctuation and spelling. | <ul style="list-style-type: none"> • Group Reading following little wandle sessions occurs 3x weekly for all children accessing phonics in Reception, Year 1 and Year 2. • Group Reading to take place in Year 2 4 times a week, with the children working with an adult once a week. • Reading Journal activities take place 4 times a week in Y3-6 using texts from Focus Education or unseen texts. Work is planned in line with the Reading domains including vipers to unpick and analyse text before answering SAT style questions and activities using agreed sentence stems. • The above sessions promote reading for meaning covering the NC strands: decoding, retrieving/recording information, summarising, inference, predictions, identifying and explaining information, meaning and its enhancements and comparisons within and across texts. • Children accessing Little Wandle take a matched phonic book home weekly. Children from Year 2 onwards will take a book banded book based on their reading ability. KS2 children to borrow books from the 'Owl Club' once beyond Brown/Topaz level (Stage 13) • For pupils to be encouraged to read for pleasure – Readathon, book club magazines, book fairs, World Book Day events, school library, Reading Friends, author visits, story time in class, Book People bus. • Pupils to use 'Talk for Writing' strategies to discuss ideas with each other prior to writing. • Working walls – all classes to have an English display to aid pupils and guide them through | <ul style="list-style-type: none"> • Feedback from staff to children shows next steps and time is given for feedback and purple polishing from pupils. • Pupils use classroom resources and working walls to support learning. • Children develop in independence and know how to support their own learning. • Presentation of work is to a high standard following school presentation policy linked to English and maths expectations. • Teacher moderate children's work in year teams, phases, whole school and at SHINE meetings. • Teacher track progress half-termly in Reading and Writing. • Schonell tests are completed twice a year and Nfer tests in Reading and SPAG termly. • RAG's are completed termly and discussed by SLT. Interventions, IEP's are planned, written and delivered based on data. • Phonic tracker shows any gaps in learning, these are then used for future weeks planning to ensure gaps are filled. Interventions are planned alongside these. • Interventions enable a greater proportion of pupils to be on track to meet end of year expectations or for those significantly below to make better than expected progress. • Subject leader provides action plan and addresses need annually. • Group reading groups in Rec, Year 1 and 2 are changed and altered as required to ensure children are reading books to stretch their ability when working with an adult. • Subject leader meets with appointed governor so they are up to date with new |
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| | <p>the process of reading, analysing, gathering content, planning and writing.</p> <ul style="list-style-type: none"> • Vocabulary to be displayed to link to the genre and be used across the curriculum with key words for units available for the children. Children have word of the day implemented into their reading or writing session. • A suitable range of appropriate dictionaries and thesaurus to be available in classes. • Units of work to be planned that follow the work coverage guides given to staff and include the appropriate SPAG for the genre. All MTP to be saved on the staff server alongside weekly planning. • Writing to be planned weekly so the children have an opportunity to write independently using skills taught in class on the genre being written. This will be marked and assessed against the end of year expectation statements being addressed. • Termly whole school writing tasks to take place based on a similar theme. • Work to be differentiated as required and needed with children with EAL or PP will be shown on English planning. • Teacher and TAs to support ALL pupils on a regular basis; providing intervention, support and challenge. • Interventions to take place to promote and support the understanding of key children in reading and writing based on year group RAGs. Teacher to plan and TAs to deliver to address main targets. Entrance and exit assessment to be in place per group. • Teacher and TA's to model writing, reading and cursive handwriting script. | <p>initiatives that have been introduced and the impact these are having.</p> <ul style="list-style-type: none"> • Subject leader conducts learning walks, moderation of books, deep dives, lesson observations, hears children read, assesses planning and carries out pupil interviews. He also provides feedback and works with staff where appropriate to support. • Standards being met at the end of EYFS, phonics screening check in Y1 and 2, KS1 and 2 data results are in line with national averages. Each year data is analysed and any areas for improvement identified and addressed. These are then included in school SIP and English Action Plan. |
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| | <ul style="list-style-type: none">• Teacher read regularly to their class.• Editing and proof reading skills are modelled by adults and used by the children.• All children from Y1-6 have an opportunity to visit the library once a week.• Writing display to be updated regularly to show the skills in writing in each year group and how the writing progresses through school.• Work to be marked with targets for the children and opportunities for the children to feedback and improve on work using purple pens.• Data to be completed half-termly on the children's reading and writing ability based on end of year expectations for English.• Good work to be commented on and displayed in the hall each Friday after achievement assembly.• Spelling Shed achievements are announced in assembly each Friday.• EYFS children to have opportunities for strands of English in the indoor and outdoor environment based around age expectations. | |
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Intent, implementation and impact in Reading at Moldgreen

| Intent | Implementation | Impact |
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| <ul style="list-style-type: none"> • For pupils to be able to read 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 read daily. • For pupils to be confident with reading and read easily and for pleasure, with fluency and with good understanding. • For pupils to develop a good understanding of grammar and punctuation and to acquire a wide vocabulary and use appropriately. • For pupils to want to read and borrow a range of books and value books and stories. • For pupils to acquire strategies and skills to enable them to become independent learners in English. • For pupils to leave Moldgreen with a love and confidence in reading. • For pupils to be exposed to the varied literature to help promote school values of usefulness, respect and positivity thus embedding characteristics of effective learning and citizenship to love learning and thrive. • For pupils to make connections between subjects and aspects of learning to achieve a broad and balanced curriculum. | <ul style="list-style-type: none"> • All pupils to receive a daily English lesson. • To create a positive reading culture in school, where text is promoted, enjoyed and considered 'a pleasure' for all pupils. • For pupils in EYFS and KS1 to have daily phonics sessions, little wandle planning based on Letters and Sounds. All children following little wandle to complete assessments every 6 weeks. Children in year 1 to complete phonics screening checks half termly. • For children who have passed phonics screening in year 2 and Y3-6 to use the No Nonsense spelling scheme coverage and lesson ideas and incorporate use into daily SPAG sessions. • When completed the phonics scheme, spellings are sent home weekly each Friday. Testing completed on Friday. KS2 spelling based on statutory lists and No-Nonsense spelling lists and tested weekly. • Year 2-6 access Spelling shed in school at least once a week. • Y1 children will use Reading Eggs to develop phonic and reading skills at home and children in Y2 who did not pass the phonic check in Y1 will also use the programme at least once a week. • Children accessing Little Wandle take a matched phonic book home weekly. Children from Year 2 onwards will take a book banded book based on their reading ability. KS2 | <ul style="list-style-type: none"> • Pupils enjoy reading regularly for information and for pleasure. • Pupils discuss books with interest. • A range of genres is taught at age related expectations, resulting in pupils being exposed to and having knowledge about styles, authors and genres. • Pupils use classroom resources and working walls to support learning. • Children develop in independence and know how to support their own learning. • Teacher moderate children's work in year teams, phases, whole school and links are made with other schools. • Teacher track progress half-termly. • Schonell tests are completed twice a year and Nfer tests in Reading and SPAG are completed termly. • RAG's are completed termly and discussed by SLT. Interventions, IEP's are planned, written and delivered based on data. • Phonic tracker shows progress made at each 5 week interval and interventions and future plans are made from these. • Interventions enable a greater proportion of pupils to be on track to meet end of year expectations or for those significantly below to make better than expected progress. • Subject leader provides action plan and addresses need annually. |

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| | <p>children to borrow books from the 'Owl Club' once beyond Brown/Topaz level (Stage 13)</p> <ul style="list-style-type: none"> • Group Reading following little wandle sessions occurs 3x weekly for all children accessing phonics in Reception, Year 1 and Year 2. • Group Reading to take place in Year 2 4 times a week, with the children working with an adult once a week. • Reading Journal activities take place 4 times a week in Y3-6 using texts from Focus Education or unseen texts. Work is planned in line with the Reading domains including vipers to unpick and analyse text before answering SAT style questions and activities using agreed sentence stems. • The above sessions promote reading for meaning covering the NC strands: decoding, retrieving/recording information, summarising, inference, predictions, identifying and explaining information, meaning and its enhancements and comparisons within and across texts. • For pupils to be encouraged to read for pleasure – Readathon, book club magazines, book fairs, World Book Day events, school library, Reading Friends, author visits, story time in class, Book People bus. • Interventions to take place to promote and support the understanding of key children in reading based on year group RAGs. Teacher to plan and TAs to deliver to address main targets. Entrance and exit assessment to be in place per group. • Teacher reads regularly to their class and model good practise in the use of | <ul style="list-style-type: none"> • Group reading groups in Rec, Year 1 and 2 are changed and altered as required to ensure children are reading books to stretch their ability when working with an adult. • Subject leader meets with appointed governor so they are up to date with new initiatives that have been introduced and the impact these are having. • Standards being met at the end of EYFS, phonics screening check in Y1 and 2, KS1 and 2 data results are in line with national averages. Each year data is analysed and any areas for improvement identified and addressed. These are then included in school SIP and English Action Plan. |
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punctuation and change of voice for intonation and character.

- All children from Y1-6 have an opportunity to visit the library once a week.
- Data to be completed half-termly on the children's reading ability based on end of year expectations for English.
 - Year 1/2 teachers given Reading Eggs progress monthly to assess work by children.
 - EYFS children to have opportunities for English in the outdoor environment based around age expectations.
 - Rec children have books on display at working stations and book review area where children can record reading preference.

Intent, implementation and impact in Writing at Moldgreen

| Intent | Implementation | Impact |
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| <ul style="list-style-type: none"> • For pupils to be able to write and spell at age-appropriate levels and following age-related expectations. • 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 be confident with writing. • For pupils to develop a good understanding of grammar and punctuation and to acquire a wide vocabulary and use appropriately. • For pupils to acquire strategies to enable them to become independent learners in English. • Pupils to take pride in their writing and presentation and use cursive script. • For pupils to leave Moldgreen with an ability to write for a range of purposes using correct grammar, punctuation and spelling. • For pupils to make connections between subjects and aspects of learning to achieve a broad and balanced curriculum. | <ul style="list-style-type: none"> • All pupils to receive a daily English lesson. • To create a positive writing culture in school, where writing is promoted, enjoyed and considered 'a pleasure' for all pupils. • For pupils in EYFS and KS1 to have daily phonics sessions, following little wandle planning based on Letters and Sounds. • Any child who completes the phonics programme from year 2 and Y3-6 to use the No Nonsense spelling scheme coverage and lesson ideas and incorporate use into daily SPAG sessions. • When completed the phonics scheme, spellings are sent home weekly each Friday. Testing completed on Friday. KS2 spelling based on statutory lists and No-Nonsense spelling lists and tested weekly. • Year 2-6 access Spelling shed in school at home once a week.. • Pupils to use 'Talk for Writing' strategies to discuss ideas with each other prior to writing. • Working walls – all classes to have an English display to aid pupils and guide them through the process of analysing, gathering content, planning and writing. | <ul style="list-style-type: none"> • Pupils take pride in writing and use the features of different genres and styles. Children write for different purposes and audiences, altering formality where necessary. • Pupils are proud of their writing and are keen to redraft and improve. • Pupils know that their writing is valued: display, team-points, achievement in assembly, writing for a purpose, shared on web-site, enter competition, class writer of the week. • Grammar and punctuation skills develop through the school (linked to policy) and is evident in planning and children's books. • Pupils are adventurous with word choices and never 'dodge' a tricky word or spelling. • Writing in other subjects is at the same standard as English lessons. • A range of genres is taught at age related expectations, resulting in pupils being exposed to and having knowledge about styles, authors and genres. • Feedback from staff to children shows next steps and time is given for feedback and purple polishing from pupils. • Pupils use classroom resources and working walls to support learning. • Children develop in independence and know how to support their own learning. |

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| | <ul style="list-style-type: none"> • Writing to be planned weekly so the children have an opportunity to write independently using skills taught in class on the genre being written. This will be marked and assessed against the end of year expectation statements being addressed. • Termly whole school writing tasks to take place based on a similar theme. • Interventions to take place to promote and support the understanding of key children in writing based on year group RAGs. Teacher to plan and TAs to deliver to address main targets. Entrance and exit assessment to be in place per group. • Teacher and TA's to model writing and cursive handwriting script. • Editing and proof reading skills are modelled by adults and used by the children. • Writing display to be updated regularly to show the skills in writing in each year group and how the writing progresses through school. • Work to be marked with targets for the children and opportunities for the children to feedback and improve on work using purple pens. • Data to be completed termly on the children's writing ability based on end of year expectations for English and recorded onto O Track. • EYFS children to have opportunities for English in the outdoor environment based around age expectations. | <ul style="list-style-type: none"> • Presentation of work is to a high standard following school presentation policy linked to English and maths expectations. • Teacher moderate children's work in year teams, phases, whole school. • Teacher track progress half-termly. • RAG's are completed termly and discussed by SLT. Interventions, IEP's are planned, written and delivered based on data. • Interventions enable a greater proportion of pupils to be on track to meet end of year expectations or for those significantly below to make better than expected progress. • Subject leader provides action plan and addresses needs annually. • Subject leader meets with appointed governor so they are up to date with new initiatives that have been introduced and the impact these are having. • Standards being met at the end of EYFS, phonics screening check in Y1 and 2, KS1 and 2 data results are in line with national averages. Each year data is analysed and any areas for improvement identified and addressed. These are then included in school SIP and English Action Plan. |
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