



Tweedmouth West First School

Intent, Implementation, Impact - English

Respect Responsibility Resilience

Intent	Through a diversity of regular, rich, high quality -cross curricular learning opportunities, children will become confident, purposeful and fluent communicators.
Implementation	<p><u>Speaking & Listening</u> Working collaboratively to find a solution to a problem, or present something to a wider audience.</p> <p><u>Reading</u> Reading is taught daily in shared and guided reading groups. Parents are encouraged to read regularly at home with their children. When beginning to read, the children follow the RWI scheme, moving on to a wider range of books once they are off the ground. Children have a rich, high quality variety of literature read to them.</p> <p><u>Phonics</u> We use the RWI scheme to teach phonics. Children are taught in small, ability groups every day. They work on the specific sounds and blends that they need to know.</p> <p><u>Spelling</u> We have a set of 'non-negotiable' words in each class which are based on the common exception words. The children have regular spellings to practice, which they share at home.</p> <p><u>Writing</u> Children are given daily opportunities to write within a range of genres across the curriculum. This gives them opportunities to become fluent, confident writers. Every week in our 'Writing for Pleasure' session, children are able to write freely, and so learn their own preferences. We use a range of sources to assist writing, including CLPE materials, based on a high quality text.</p>
Impact	<p>The phonics groups are regularly assessed, and the children move groups as they progress. To maintain the percentage of children who achieve the Phonics Screening check above 70% For children to link their reading knowledge with their written work, using the vocabulary and sentence structures they become familiar with during independent and class reading time. This will transfer into Writing for Pleasure, and other curriculum areas. To close the gap between GDS in reading and GDS in writing to below 20%.</p>