



English Impact Statement

Overall aim: To teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them, allowing them to participate fully as a member of society.

Achievement

	EYFS (Literacy)	KS1	KS2
Progress			
Attainment	80%	72%	79%

What is the impact on the school?

All children could comment on how their ability to read write and confidently communicate, has an impact on their ability to learn more. KS2 children remarked that improving their English skills would help them now and in the future, ensuring they were 'capable' people. The children discussed their next step in their learning linked to subsequent year groups and how they had targets linked to punctuation (KS1), stamina (KS1) and even things such as working towards a pen license! A Year 1 child discussed that learning to communicate properly helped him understand others and in turn make friends. Children discussed their favourite books & their recent school library choices, demonstrating enjoyment in this.

What is the impact on the local area?

Our KS2 children discussed that their English skills could support them in getting a job and working in their local area. Additionally, they discussed how the school focus around big questions and discussions had allowed them to be more confident in talking to others and sharing their opinions. Our KS1 children discussed how they use their English skills when on school trips and they can read directions, signs and the metro station area etc. Children discussed using their writing skills to write to their local pen pals.

What is the impact on preparing our children for life in Modern Day Britain?






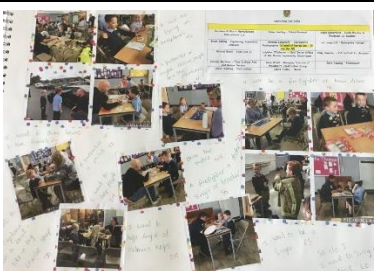



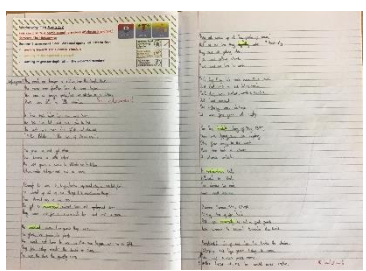
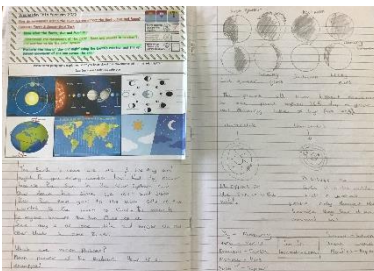
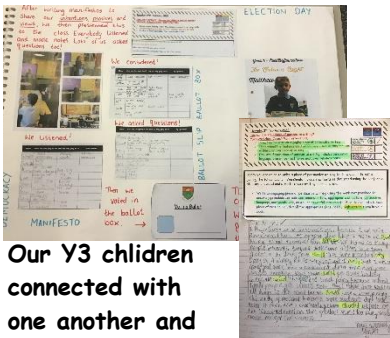
A reception child discussed that they can now read! They are reading 'on a bug hunt' and now they can read, they can read the bug names and then find them when they are out and about. KS1 children discussed that their ability to read helps them help their parents in the supermarket. KS2 children further discussed improved confidence through English learning, also referencing new skills through drama workshops. Children discussed applying for the school council and how staff had talked about writing to apply for theirs 'jobs' too & how this would help them later in life because now they knew how!

Impact of child conferences: Children were confident in discussing the purpose of English on preparing them for life in Modern Day Britain, outlining a range of purposeful English opportunities. Similarly, children could have cross curricular discussions around the impact on English learning & teaching within school. However, children could not discuss links between English in Maths with regard to reasoning and using speaking, vocabulary, writing, and reading to help them solve mathematical problems

Impact of data: Percentages of children achieving the expected standard at the end of KS1 and KS2 are above the national average.

Next steps: Ensure pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce and their ability to have discussions around their learning, referencing sticky knowledge and key learning experiences and opportunities.

Portfolio of Work

			
EYFS	 <p>On World Book Day, our reception children further developed their love and understanding of reading by considering the book 'Thank Goodness for Bob' and discussing how this compared with their own favourite books, including the story language and themes in the story.</p>	 <p>Our reception children believe that language is so important to communicate! Here they are in their sports day, keen to write a recount which could be read by others. Links to PD</p>	 <p>Reception connected with others showing they were competent in the art of S&L during our Aspirations Day! They asked our visitors questions, listened to their responses and discusses their own future.</p>
KS1	 <p>Our KS1 children engaged in our Prayer Space Day, using their knowledge from RE and worship reading to complete tasks which demonstrated their cultural, emotional, intellectual, social & spiritual growth! We used a range of reading, writing & C&L skills throughout these tasks!</p>	 <p>Our KS1 children engaged in Food & Nutrition week with Y2 creating their own British flapjack linked to their UK topic. The children used their Strength to speak clearly & convey ideas confidently when evaluating their products for their parents during a COOL afternoon!</p>	 <p>Our Y2 children loved reading The King Who Banned the Dark, choosing to add this to their 'we are proud to share' wall. They chose this novel as their story time read for pleasure and then even went on to write newspaper reports about the King and the events which lead to him banning the dark!</p>
KS2	 <p>Through the Highwayman, our Y6 children wrote a poetic sequel to classic literature. Through this text they grew in their appreciation of our rich and varied literary heritage, comparing it with more modern fiction and other novel studies they carried out this year.</p>	 <p>Our Y5 children trusted they had the necessary skills to give well-structured descriptions and explanations; speculating, hypothesising and exploring ideas around how movements in the Solar System affect the Earth, Sun & Moon.</p>	 <p>Our Y3 children connected with one another and the school in spoken & written form, becoming vocabulary rich, masters of language when they wrote their school council manifesto and then delivered this to their peers who voted on our council members!</p>