



# Euxton Church of England Primary School



In our Christian family, we all SHINE in the light of Jesus.

## Subject Leader Report - ENGLISH

**SUBJECT LEADER(S):** Lee Price, Emma Obertelli

### INTENTION - Subject Overview:

At Euxton CE Primary School our overarching aim for English is to promote high standards of language and literacy by equipping our pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

We aim to ensure that all of our pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### Promoting British Values at Euxton CE Primary School

The Department for Education's five-part definition of British values includes:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those with different faiths and beliefs

Our pupils will encounter these principles throughout everyday school life and in all lessons. The curriculum is mapped in detail across the whole school.

### IMPLEMENTATION - Planning:

We carry out the curriculum planning for English in three phases (long-term, medium-term and short-term). The National Curriculum and the Statutory Framework for the Early Years Foundation Stage detail the objectives and genres to be covered each year. At Euxton CE School, our curriculum is carefully planned to engage and excite all pupils by our teachers mapping out and planning their year group's English lessons; to support and guide their plans, teachers use and adapt ideas taken from Lancashire's Scheme of Work and Lancashire's Key

Learning Indicators of Performance (KLIPs) to ensure that age appropriate skills and knowledge are taught across the school.

Here at Euxton CE Primary School, we teach reading through daily phonics and guided reading sessions. During guided reading sessions, the class teacher acts as the expert guiding the children through the text, providing signposts to the most important and most helpful features of the textual landscape. The pupils are grouped by ability and our teachers have access to stimulating and challenging comprehension resources to teach specific reading skills. Our teachers use a range of texts / genres and questions to help develop pupils' comprehension skills. KS1 and KS2 classes have daily reading sessions called Big Read where all pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. The phonics scheme that we base our teaching on is 'Letters and Sounds', supplemented by 'Jolly Phonics' in Reception class. The primary reading scheme used at our school is 'Oxford Reading Tree' for home readers.

Reading is not only celebrated in classrooms at Euxton CE Primary School, around school you will find displays which celebrate authors, children's favourite books and reading reward schemes. In addition, throughout the school year the importance of reading and writing is enhanced through World Book Day, author and poet visits, parent reading workshops and a range of trips and visits which enrich and complement children's learning.

As we believe consistency and well-taught English is the bedrock of a valuable education, at Euxton CE Primary School we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the National Curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for each age group. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework. All year groups use the same format for assessing writing which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.

#### **IMPLEMENTATION AND IMPACT - Assessment, Monitoring and Evidence:**

Intervention within lessons is crucial in ensuring children are prepared to learn and misconceptions can be quickly identified and rectified (through intervention). For periodic summative assessments, we use Lancashire's Key Learning Indicators of Performance (KLIPs). In addition, the English subject leads have a portfolio of evidence collected throughout the year. Reading tracking grids linked to The National Curriculum are used to track the progress of all children. This assessment information is used to inform planning, identify targets and the levels the children are working at. Class teachers use class reading, guided reading sessions, one to one reading and pupils' reading journals to determine if the pupil is working below, above or within Age Related Expectations. The teaching during a lesson can also be

adjusted due to ongoing assessment. Effective oral and written feedback is provided to all children and is aligned closely with their learning objectives. Children are clear about the next steps needed to improve their reading and writing skills.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have improved and skills taught in English lessons are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

**IMPLEMENTATION AND IMPACT - Enrichment opportunities:**

The impact on our children is clear: progress, sustained learning and transferrable skills. Our aim is that every child has access to a first-class English curriculum that provides broad opportunity for challenge, enrichment and preparation for life in modern Britain. As earlier mentioned, throughout the school year the importance of reading and writing is enhanced through World Book Day, author and poet visits, parent reading workshops and a range of trips and visits which enrich and complement children's learning.

Here are just some of our enrichment opportunities we provide for our pupils:

Annual World Book Day

Annual Roald Dahl day celebration

Manchester Actors Company production of Arabian Nights

Author visits from Gemma Lees, Eamonn Reilly and poet Matt Goodfellow

**IMPACT - Targets:**

Target	Evaluation
<p><b>To relaunch the teaching of phonics in Reception &amp; KS1</b></p> <p>Spelling</p>	<p>Phonics screening check results dipped slightly last year (80%) so investment and refresher training was needed to relaunch and reinvigorate the teaching and assessment of phonics:</p> <ul style="list-style-type: none"> <li>• Phonics Tracker for assessment has been bought.</li> <li>• Teaching Assistants given refresher training in teaching of phonics.</li> <li>• Euxton Factor room is now a focussed teaching area for the teaching of phonics. Whiteboard purchased and installed.</li> </ul> <p>As a result, 93% (83%) of our children met the expected standard in 2018 to 2019.</p>

<p>To ensure consistent teaching of letter formation in Reception &amp; KS1</p> <p>Writing</p>	<p>Reception and KS1 teachers met to ensure that the teaching of letter formation and the terminology used is consistent across all three classes. Displays now put up in each classroom and Euxton Factor room. Sheets sent home to help parents support children at home.</p>														
<p>To ensure there is a secure understanding of SPAG terminology used by our pupils in every year group and a wide range of vocabulary is used and words understood in context</p> <p>Spelling, Punctuation &amp; Grammar</p>	<p>Teachers record all SPAG activities in SPAG exercise pupil books to help children with long term memory recall and to provide sufficient evidence of coverage across the school. Current English books are used for the application of taught SPAG.</p> <p>Spellings are assessed every week across school; misconceptions / errors addressed and explicitly taught again through teacher or TA intervention. Taught SPAG objectives for each year group are evident across pieces of writing and in SPAG books.</p> <p>Unfamiliar words are discussed in class (esp Guided Reading sessions) and we encourage our pupils to see relationships between words to help them understand their meaning (root words). Weekly spellings are displayed where necessary (with definitions for new / unfamiliar words) as this greatly helps with muscle memory and understanding words in context.</p> <p>End of KS2 SPAG results went from 80% (78%) in 2017 to 2018 to 87% (78%) in 2018 to 2019.</p> <p>Spelling ages % At or Above Age Related Expectations Sep 2018:</p> <table border="1" data-bbox="336 1431 1481 1525"> <thead> <tr> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>100%</td> <td>93%</td> <td>87%</td> <td>92%</td> <td>82%</td> <td>86%</td> <td>90%</td> </tr> </tbody> </table>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Overall	100%	93%	87%	92%	82%	86%	90%
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### **IMPACT - Staff training:**

Staff CPD	Staff meetings: partner class writing moderations to ensure accuracy of assessments; English books scrutiny with headteacher
Subject Lead CPD	<p>Leyland English Cluster meeting: Opportunities to share good ideas and discuss common issues within the subject. As a group we came up with key aims and values for our subject.</p> <p>Yarrow Valley Teaching Alliance English Subject Leaders Meeting: Up-to-date information linked to the subject, curriculum requirements, Ofsted and resources available.</p>

## **FUTURE INTENTION, IMPLEMENTATION AND IMPACT - Future Targets:**

- Embed the use of No Nonsense Spelling and utilise Purple Mash alongside this for the teaching and application of spellings.
- To continue to utilise the newly renovated outdoor Spinney on the school grounds as a way of promoting reading, writing and performances of poems and stories.
- To implement the new handwriting scheme throughout school to help improve fluency, style and presentation.