



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): Emma Obertelli & Lee Price

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 and love 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 and cultural heritage**
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes, audiences and cultures
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are **competent and confident 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. Phonics is taught through Floppy's Phonics. This is a rigorous, systematic synthetic phonics teaching programme for early reading and writing success. The children in EYFS and Year 1 have daily interactive phonics lessons and activities to teach sounds, blending, grapheme-phoneme correspondences, letter formation and pronunciation. We use Read Write Inc letter formation rhymes to support handwriting throughout EYFS and KS1. Our home reading scheme contains a blend of decodable and non-decodable books and we encourage children to read a variety of texts to ensure a balance between poetry, fiction and non-fiction. Home readers are matched to the child's phonetic development and reading ability which, is in line with our progression in phonics. Our scheme develops greater independence and fluency in a child's reading. 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.

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 celebration
- Annual Roald Dahl day celebration
- Theatre company visits (e.g. Manchester Actors Company production of Arabian Nights)
- Author visits (e.g. Gemma Lees, Eamonn Reilly, poet Matt Goodfellow)
- Specialist workshops (e.g. UKS2 journalist workshops delivered by 'Literacy Kicks' Daily Mirror reporter Gareth Walker)

EVALUATING IMPACT ON LEARNING, SEPTEMBER 2020 - 2021

INTENT	IMPLEMENTATION	IMPACT
Embed the use of No-Nonsense Spelling and Purple Mash for the teaching and application of spellings.	No-Nonsense SOW given to Year 2 upwards. Purple Mash CPD for all teachers in Oct 2020 as Purple Mash is also used for class spelling resources and for weekly spellings and spelling tests (interactive resources available online and at home).	Spelling is taught daily across school. Teachers now have two simple to use and extremely flexible Schemes of Work. Both resources help to ensure that lessons always reflect the needs of each classroom. These SOW can be used to support and enhance teaching in sharp, focused and systematic (but still flexible) ways. Spelling ages will be assessed in September for comparisons.
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.	Spinney is fully complete with a stage and has been used but the impact of the pandemic has meant it has not been fully utilised this year (due to mixing bubbles).	The children have enjoyed using the Spinney and stage for performance. This focus will be carried forwards and classes will perform in outdoor joint worships e.g. poetry.

Implement the new handwriting scheme throughout school to help improve fluency, style and presentation.	All staff were provided with the new SOW (available on Classworks).	This has been implemented across school. Handwriting expectation are clear for all year groups and interventions are to be used when needed.
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FOCUS FOR LEARNING, SEPTEMBER 2021-2022

INTENT	IMPLEMENTATION	IMPACT
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.	Each class will be timetabled a collective worship in the Spinney / stage area where poems will be recited and performed. Teachers to utilise the space for daily poetry, rhyme, singing sessions and story time.	
Relaunch the teaching of Guided Reading across school	New books and resources have been purchased which are in-line with Book Bands. All Guided Reading books and resources are in a centralised location for Early Years, KS1 and KS2. Ensure all teachers have a copy of <i>Reading Explorers: A guided skills-based journey</i> specific to their year group (purchase as needed). KS2 classes have access to x7 copies of <i>First News</i> newspaper delivered every Friday (each KS2 class is timetabled); teachers have access to online resources which are excellent activities to use during Guided Reading lessons.	

	Share Guided Reading ideas and best practice at a future Staff Meeting.	
'Sticky' Vocabulary, Grammar and Punctuation skills to be used and evidenced in children's pieces of writing	Due to extended lockdown periods, children will not have practised their writing skills arguably as much as their reading and Maths skills; therefore a push on writing skills must be a priority this year, particularly focusing on VGP. In lessons, teachers to ensure 'sticky' Vocabulary, Grammar and Punctuation skills are discretely taught and that previous year group VGP objectives are also regularly revisited (as a whole class or through intervention); this is to allow children the best chance of retaining 'sticky' VGP knowledge. To help children, they have individual English writing target sheets (to be glued on the inside cover of their English books) which signpost these VGP non-negotiables and can be ticked off (a joint process between pupil & teacher).	

IMPACT - Staff Training:

Staff CPD	Staff meetings: partner class writing moderations to ensure accuracy of assessments; English books scrutiny with headteacher
Subject Lead CPD	English Cluster meeting for subject leads: July 2021 via Zoom. Opportunities to share good ideas and discuss common issues within the subject.

'For we write nothing else to you than what you read and understand, and I hope you will understand until the end.'

2 Corinthians 1:13