



# 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

### 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 Little Wandle SSP. 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 Little Wandle 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 current learning. 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.

### **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
- Reading week
- Book swap shed
- School library
- 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 2022 - 2023

INTENT	IMPLEMENTATION	IMPACT
A clear application of vocabulary, grammar and punctuation within English units and cross curricular writing.	Staff are confident at teaching vocabulary, grammar and punctuation skills. A focus on the application of these is now needed to improve writing standards. New resources have been purchased and whole staff CPD with a Lancashire English Consultant has been booked.	Staff received guidance and resources during CPD with Lancashire and this has been implemented throughout school. Book monitoring and pupil interviews have taken place. Clear expectations for children will continue throughout the next academic year.
To embed the new Little Wandle phonics programme and the Nelson Spelling Scheme.	Staff CPD is in place for both programmes. This will ensure there is a consistent, daily approach throughout school. Monitoring will take place throughout the year to look at the impact of the new schemes.	Children across Key Stage One have received high quality teaching in phonics. The Little Wandle programme will now be cascaded throughout school, where required. Above National Phonics Screening Check results have been achieved.
To embed the poetry spine and enthuse children about poetry.	Poet visit - Matt Goodfellow. New poetry books for each class, which will also include cross curricular poetry. Poetry spine, which includes a wide variety of high-quality texts. Staff to incorporate poetry into story time sessions.	Children now show a greater interest in poetry and will ask for poetry books during free reading time. Children have responded, written and performed their own poetry.

### FOCUS FOR LEARNING, SEPTEMBER 2023-2024

INTENT	IMPLEMENTATION	IMPACT
To ensure all children master the phonic code and become fluent readers through Little Wandle SSP.	Little Wandle has been used within EYFS/KS1 for the last academic year. Those children who were not on track received 'daily keep up' intervention sessions in EYFS/Year 1 and 'rapid catch up' sessions in Year 2. The rapid catch up sessions will now replace previously used phonics intervention programmes throughout KS2. This is to ensure fidelity to Little Wandle SSP and consistency for all children. Regular phonics staff CPD will take place, allowing all adults to carry out phonics teaching/interventions when required.	

To improve the quality of 'talk' within the classroom.	To have a spoken outcome within a non-fiction unit to allow the children time to talk, develop their grammar and vocabulary and their understanding of the text. To utilise the fantastic range of new non-fiction texts that have been purchased by the PTFA.	
To improve children's knowledge of grammatical terms and punctuation. A continued focus on the application of these is needed to improve writing standards.	To include grammar and punctuation tests within English assessments. To ensure grammatical terms and punctuation are explicitly taught through grammar warm ups / discrete lessons, ensuring all prior learning is also covered. Children will have more focussed opportunities to develop their writing skills, particularly grammar, spelling and punctuation. Using the metacognition strategy, plan-monitor-evaluate, along with individual writing targets in English books, children will take an active role when deciding their next steps.	

**IMPACT - Staff Training:**

Staff CPD	Staff meetings: partner class writing moderations to ensure accuracy of assessments; English books scrutiny with headteacher
Staff CPD	Two bespoke sessions with Lancashire English consultant.
Subject Lead CPD	English Cluster meeting for subject leads.
Staff CPD	Little Wandle training modules and webinars.
Year group specific training	As a number of staff have moved year groups, they have attended year group specific training

*'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**