

FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL



Thrive in the gift of life John 10:10: 'I came that they may have life and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Subject Leader - English

Subject Leader(s): Suzanne Hayward

INTENTION - Subject Overview:

The skills of listening, speaking, reading and writing underpin our daily lives and are paramount to future opportunities. Through the English curriculum, we help children to develop these areas and give them the knowledge that will enable them to communicate effectively and creatively, thus equipping them with the skills to become confident and eloquent citizens, able to organise and express their own thoughts. At Farington Moss St Paul's CE School, we give the learning of reading and writing the highest priority. All children participate in daily lessons where speaking, grammar, writing, comprehension and reading skills are developed and improved through a combination of shared, guided and independent work. Children are encouraged to use taught skills effectively to extend their learning across the wider curriculum. Our vision is clear; to cultivate a genuine love of language and literacy so that every child can express their individual creativity, communicate with others effectively and generate empathy for the world around them.

We aim to ensure that all 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 to learn and communicate their opinions; they should be able to elaborate and clearly explain their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

IMPLEMENTATION

The National Curriculum and the Statutory Framework for the Early Years Foundation Stage detail the objectives and genres to be covered each year. At Farington Moss St. Paul's, our curriculum is carefully planned to engage and excite all pupils enabling all children access to them. To support and guide their plans, teachers use and adapt ideas taken from the Lancashire Scheme of Work to ensure that age-appropriate skills and knowledge are taught across the school. Teachers create a positive attitude to reading and writing, this is evident in all classrooms, this reinforces the expectation that all children can achieve high standards in these areas. Our approach to the teaching and learning of English involves the following:

Reading

Farington Moss St Paul's is a reading school and all children are actively encouraged to read for pleasure. Teachers read daily to the children, class novels in KS2 and regular short stories in KS1. In addition, 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. Timetabled into our weekly reading curriculum is 'Book Club' where the class teacher will share, recommend and read a wide range of books to children, these could be graphic novels, non-fiction, fiction, joke books or simply the teacher's favourite.

EYFS and KS1

We teach reading through daily phonics and daily guided reading sessions taught discreetly from the English/ Literacy lesson. We use the 'Read Write Inc' synthetic phonics system.

For more information about our phonics teaching - please see [Read, Write, Inc Phonics \(stpaulsprimaryschoolfarington.co.uk\)](http://stpaulsprimaryschoolfarington.co.uk)

Guided Reading

In EYFS and Year 1 guided reading is delivered in small groups closely matched to the child's phonic level. Initially, RWI Ditty Books (short decodable passages) are used. Each book contains three Ditties and seven reading activities and questions to talk about. The Ditties prepare children to quickly move on to the Storybooks, building their vocabulary and ensuring they will be able to decode all the words in the stories with confidence. This process continues into Year 2 where the children are fully immersed in fiction and non-fiction storybooks that support fluency and comprehension.

KS2

When children are more confident and fluent readers, they are taught through whole class guided reading sessions. Here the teacher becomes the expert, guiding children through the text, signposting them to the most notable features of the text, with exploration into vocabulary, inference, prediction, explanations, retrieval and summary. Using resources from Literacy Shed, these whole class guided reading lessons expose some children to texts and vocabulary beyond their individual reading capabilities, but they are still able to access the lesson due to the inclusive nature of the lessons. Children are encouraged to work collaboratively, often in mixed ability partners to discuss and debate their understanding of texts. These whole class lessons provide opportunities for children to develop their oral answers and to justify their thoughts and opinions.

We value the importance of 1:1 reading. This allows us to immediately identify any vulnerable reader in each class so that they can be supported to ensure that progression is made. Throughout the whole school, teachers expose children to a range of texts and genres including visual literacy to provide challenge and to foster a passion for reading.

Home Reading

The primary reading schemes used at our school for home reading is initially - 'RWI' Book Bag Books (fully decodable books for children to enjoy at home) and then 'Oxford Reading Tree.' We expect children to read at home for at least 10 minutes every night. This engagement with reading is closely monitored by all teachers. It is really important that children develop their comprehension skills alongside their ability to read the words on the page. Therefore, you may find that your child is able to read the words fluently but continues on the same Book Band colour to enable them to focus on developing their understanding, before moving on to texts with more challenging content. Teachers assess the children's reading on a regular basis and will change their Book Band colour when they are confident that both the comprehension and word reading standards have been achieved.

Reading for Pleasure

Reading is celebrated and actively encouraged throughout our school. Appealing reading areas in each classroom, displays which celebrate authors and children's favourite books, book clubs, reading buddies 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, library visits, and a range of trips and visits which enrich and complement children's learning. We also invite the children to change school library books on a regular basis. Year 5 children are also involved in the daily running of the library at lunchtimes.

Writing

We believe consistency and well-taught English is the bedrock of a valuable education, we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. Writing gives children a voice to share their ideas with the world. 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. All writing in school stems from the stimulus of high-quality literature. This allows children to be immersed in new rich vocabulary and enables them to experience how writers craft sentences and write for different purposes. Working Walls are used in every classroom to guide and support the children through the writing process as well as to provide a space to collate newly discovered vocabulary and to share the children's own ideas. Teachers compile a toolkit for writing for every genre they teach. Children can use this support to become successful writers.

Writing captions and then sentence formation begins in EYFS. From Year 1, children regularly work on shared writing with the teacher enabling the modelling of appropriate styles to match the audience and purpose for writing. In class, children may be grouped, and work is differentiated to allow for both guided and independent writing.

KS2

Closely following the teaching sequence for writing enables plenty of short writing opportunities in which children are encouraged to practise new grammar skills and apply new vocabulary. This ensures that children feel confident to produce subsequent independent pieces of writing for different audiences. 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.

Handwriting - Letter Join Handwriting Scheme

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Handwriting is taught everyday in all classes and children requiring extra support are quickly identified.

Spellings - RWI Get Spelling

Read Write Inc. Spelling for Years 2-6 teaches spelling cumulatively and systematically with deliberate, focused practice. It builds upon the teaching strategies and spelling activities from Read Write Inc. Phonics.

The programme's core activities teach:

- alternative spellings of vowels
- alternative spellings of consonants
- homophones
- the impact of adding prefixes and suffixes to root words
- how to spell plural nouns
- 'silent' letters
- unusual letter strings
- word families.

The daily 15 minutes activities will be a mix of teacher led activities, paired work and independent tasks.

To further embed the teaching of spelling all classes from Year 1-6 have a weekly spelling test.

IMPLEMENTATION AND IMPACT – Assessment, Monitoring and Evidence:

At Farington Moss St Paul's, children are assessed formatively through questioning and marking to ensure that teachers understand where children are currently in their learning and what their next steps need to be. This helps to ensure that maximum progress is made throughout literacy teaching across the school. Intervention within lessons is crucial in ensuring children are prepared to learn and misconceptions can be quickly identified and rectified. 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. In KS1, reading tracking grids linked to The National Curriculum are used to track the progress of all children. In KS2, 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. Standards are monitored in a variety of ways: book scrutiny, teacher discussions, lesson observations and pupil discussions, internal writing moderation (3 x a year). Year 1 to Year 6 use NTS termly reading assessments and these results feed into a termly written report, parent consultation meetings and end of year reports. These results are also shared with the subject leader and SLT on a termly basis so that areas of strengths and weaknesses can be addressed in future planning. For periodic summative assessments, we also use Lancashire's Key Learning Indicators of Performance (KLIPs). Governors are informed of standards termly.

Implementation and Impact – Enrichment: 2025-2026

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.

Enrichment	Further Information – Impact
National Poetry Day – October 2025 4 th annual whole school 'Off By heart' Poetry recital competition.	Fully inclusive whole school event. Improves memory, performance skills Improves self-confidence and self-belief. Improves spoken language. Very popular event, well supported by parents. Class winners chosen to go through to a Grand Final. Governors invited as judges Book Tokens awarded to winners.
Year 5 Theatre Visit 'The Lion the Witch and the Wardrobe.' December 2025	Increase cultural capital Encourage imagination and creativity. Visited The Lowry – children experienced theatre in the round – a more intimate, engaging setting. Theatre enhances both verbal and non-verbal expression of ideas, improves listening skills and helps children to understand character and to develop empathy.
Year 2 Theatre Visit The Snow Queen	
Word Guerrilla Visit (2 days) February 2026 Workshops for children.	Another popular annual event. David spent time inspiring and teaching a wide range of styles of poetry. Delivered in an engaging, unique and enthusiastic way – fully inclusive. Improves children's enthusiasm and interest in poetry. Improves self-confidence, imagination. Develops vocabulary. Instils the ethos that anyone can write a poem.

	Whole school celebration at the end of the 2 days.
World Book Day 2026	A full day off timetable enjoying the pleasure that reading can bring. Dressing up element - imagination and creativity. This year, children visited different classes and enjoyed reading and taking part in book related activities with different teachers. Very successful. Introduced children to new stories/ authors/ genres. Generated plenty of 'Book Talk'
Reading Plus for Year 6 - Programme continued.	Children responded well. Made good progress - evidenced at each half-termly assessment point. Develop comprehension, fluency and stamina for reading. Good preparation for end of KS2 SATs- developing stamina and reading fluency.
Reading Breakfasts	Continued again for all year groups. A designated morning for parents to come and have a drink and a pastry and share a book with their child. Another well supported event. Children look forward to sharing this time with their parents. Class Teacher able to chat to parents, offer support and encourage reading at home.
Library Visit July 2026	Year 3 visited Lostock Hall Library - planned for all classes to visit during the next academic year. Encourage children to become library members. Introduce children to the many facilities the local library has to offer.
Writing Wizard Award	To boost the writing culture and raise the profile of writing in school. a half-termly Writing Wizard Award introduced. Awarded for progress, creativity or flair for writing. Children presented with a special notebook and pen at end of half-term rewards where their writing is celebrated. Parents are invited to join us.
EYFS and Year 1 Author Visit Nov 2025	Visit from author Rebecca Lynch. Held 2 interactive workshops full of engaging activities to promote her book 'Ready for School'

IMPACT - Staff Training:

STAFF CPD	
	All class teachers - Cluster Writing Moderation then whole school writing moderation Writing on school improvement plan

	Discussed the benefit of short write opportunities and the difficulties with longer pieces of independent writing. Discussed how writing is modelled and the expectations for Independent Writing. Initial judgements agreed with. Focus on expectations and non-negotiables. Progress between year groups/ key stages/ genres discussed. Evidence of teaching sequence Next steps highlighted
<u>Throughout the year</u>	All class teachers given dedicated time out of class to re-write English unit plans for each half-term.
<u>Throughout the year</u>	Year 3 teacher completed the LPDS Talk Three: A year-long CPD programme designed to improve outcomes for children in Year 3
<u>June 2026</u>	SH - attended English Subject Leader's network meeting Updates shared with staff.

Data 2025-26

KS1

		2025-2026		
		Cohort	School	National
Reading	% achieving the expected standard	28	75%	~ 70%
Reading	% working at greater depth	28	25%	~ 18%
Writing	% achieving the expected standard	28	68%	~ 63%
Writing	% working at greater depth	28	11%	~ 9%

KS2

		2025-2026		
		Cohort	School	National
Reading	% achieving the expected standard	28	71%	75%
Reading	% achieving the higher standard	28	25%	31%
Reading	Average scaled score	28	105.2	106.0
Writing	% achieving the expected standard	28	61%	73%
Writing	% working at greater depth	28	11%	13%
GPS	% achieving the expected standard	28	79%	74%
GPS	% achieving the higher standard	28	21%	30%
GPS	Average scaled score	28	104.5	105.0

Phonics Screening Check		2025-2026		
Statistic		Cohort	School	National
% passing in Year 1		24	96%	~ 82%
% passing check by end of Year 2		28	82%	~ 91%

Evaluation of previous years targets 2025-2026

Intent	Implementation	Impact
To increase the writing culture across school.	All English units rewritten by class teachers. Writing Coaches introduced to support newer members of staff. Teachers invited to observe writing lessons, New Writing Wizard Award introduced half-termly. Parents invited to share. Children are presented with a special notebook and pen and their writing is read out and shared with the whole school. Word Guerrilla workshop - encouraging and inspiring children to write in less conventional ways.	Teachers feel more confident and inspired to teach writing. Teachers supported with the planning and delivery of writing lessons. Children's writing is recognised and celebrated throughout school. Places a value on writing. Award given for various reasons: progress in writing, showing writing flair, increased stamina. It is an award children look forward to achieving. Children given different opportunities to write. Helps to develop skills of experimenting with vocabulary and language. Children are invited to showcase their written poems at a celebratory assembly.
To fully revise our English writing curriculum to improve outcomes for all children. All year groups to use the new planning format to plan their units. The new planning format details- short write opportunities; grammar retrieval; spelling; handwriting focus; I Model; SEN adaptations; oracy opportunities; modelled and independent outcomes all following a clear teaching sequence. By Summer 2026 every unit in every Year group will be complete.	English Writing Curriculum revised. Adaptations and opportunities for Oracy identified. Writing Observations undertaken October 2025 to evaluate new lesson format.	New planning units demonstrate a clear progression of all writing skills and genres to secure better outcomes for children. Oracy opportunities are planned for and sequenced in the learning. Adaptations for SEND are clear and achievable allowing all children to fully access the English curriculum.

	Retrieval, I Model fully embedded within the English Lesson. Will be reviewed and amended throughout the year.	Observed during writing observations. Retrieval of basic word classes at the start of each half-term so that children have secure grammar foundations to build on. Children taught grammar in context to further embed the key skills.
To embed retrieval practice activities for Grammar across the whole school.	Grammar retrieval embedded into the beginning of every English lesson in all classes from Year 1-6. Subject lead/ SLT to assess impact of retrieval by analysis of half-termly GPS assessments. Staff using SATs style GPS questions to support recapping of word classes and punctuation.	Some progress made in grammar and punctuation knowledge. Teaching of spelling across the whole school to be reviewed.

New Targets for 2026 - 2027

<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
To develop the writing curriculum in line with the objectives from the Writing Framework.	Through curriculum monitoring and pupil voice continue to review the impact of our writing curriculum. Update the handwriting policy. In line with the writing framework. Subject leader to attend training Sept 26.	
Improve pupils' accuracy, confidence, and application of spelling across all subjects through consistent teaching, targeted intervention, and high-quality practice.	Revise daily teaching of spelling. Monitor data from weekly/ half-termly spelling tests. Spelling interventions - weekly. Year 3/4 Tues Year 5/6 Weds Summer Term - hold a whole school Spelling Bee	
To improve engagement with daily reading at home by providing simple, accessible guidance for families on how to support reading at home, including prompts, questions, and modelling routines. In school, engaging incentives to be introduced such as reading challenges, class charts, and half-termly celebrations to build a strong reading culture.	All classes to implement class incentives to encourage home reading eg reading raffles. Information sent out to parents reminding them of the significance of reading at home for 10 minutes a day. Weekly Reader of the Week celebrated in Good Work. Reading Breakfasts added to school calendar for all classes.	

Strengthen pupils' spoken language, confidence, and communication skills across all the whole curriculum through explicit teaching, structured talk, and the development of a whole school oracy framework.	Develop our own school oracy framework. Re- establish the use of good talk partners and how to be a good listener. Re-establish a no hands up policy. Consider and decide on language stems to use in all subjects across the whole school and the progression in these language stems. Write a 3 year action plan in order to develop this framework	
--	--	--