

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.

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 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, reading newsletters 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 are 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.

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.

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 Rising Stars termly assessments and these results feed into a written report shared at parent consultation meetings and end of year written 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 2024-2025

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 2024 3 rd 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 'Jungle Book' December 2024	Increase cultural capital Encourage imagination and creativity. Visited Bolton Octagon Theatre - children experienced theatre in the round - a more intimate, engaging setting. Children able to be involved in the performance. Theatre enhances both verbal and non- verbal expression of ideas, improves listening skills and helps children to understand character and to develop empathy.
The Page Turners: Continuation of Book Club started September 2020	Encourage reluctant readers in year group. Book Club offered to Year 5 last year. 12 children took part Stimulate book talk, gives the children ownership to ask their own questions about what they are reading. Creates a deeper level of understanding.
Word Guerrilla Visit (2 days) February 2025 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 2025	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 with a focus on developing oracy. Very successful. Introduce children to new stories/ authors/ genres.

Reading Plus for Year 6 - Programme continued.	Children responded well. Made great progress - evidenced at each half-termly assessment point. Develop comprehension, fluency, and stamina for reading. Good preparation for end of KS2 Sats. Came 5th in Reading Plus Competition. Won £25 Amazon Voucher
Year 4 Magic Fest - project with Lancashire Heritage. Children work to create a performance piece with a magical element to develop oracy, literacy and numeracy skills.	Year 4 children enjoyed numerous full and half-day workshops. Project fully led by magicians and drama experts from Lancashire Heritage. Children performed their final piece at Lytham Hall in June 2024. All children included and engaged with the project. Developed language, communication and oracy skills. Strengthened children's confidence, creativity and resilience. Gave children a wonderful sense of achievement as well as learning new skills.
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.
Oracy Workshop for Parents January 2025	Highlight to parents the importance of oracy and how they can support their child with this. Signposted to resources Strategies and activities modelled.

IMPACT - Staff Training:

STAFF CPD	
<u>2024</u> <u>4/11/24</u> <u>Half-day</u>	SH and JE meeting with English Consultant Louise Baker Discussed findings of our internal writing audit. Identified immediate priorities for improvement of writing. Increase oracy opportunities. Oracy should underpin the whole curriculum. Reintroduce I Model to support the teaching of Grammar and Punctuation and correct sentence structure. Observe how teachers deliver modelled writing across school and consider the involvement of TAs within this process. Increase writing culture within school.
	SH - 2 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. 3 whole school writing moderation sessions. Focus on expectations and non-negotiables. Progress between year groups/ key stages/ genres discussed. Evidence of teaching sequence Next steps highlighted

<u>15/01/25</u>	SH led staff meeting - reintroducing/ refresh staff to the I Model for the teaching of Grammar, punctuation and sentence structure. Should be taught at the start of every English Lesson
<u>20/11/24</u>	SH led staff meeting - The importance of Oracy. How we can introduce more oracy opportunities. Resources/activities shared.
<u>29/01/25</u>	SH - Online Zoom CPD. Developing Talk. Reinforcing key messages regarding Oracy across the curriculum.
<u>19/06/25</u>	SH met with Lynsey Austin school advisor to discuss progress made in Writing. Identified immediate next steps.

Data 2024 -2025

<u>KS1</u>	<u>Exp</u>	<u>School/ National</u>	<u>GDS</u>	<u>School/National</u>
Reading		63% / 71%		11% / 19 %
Writing		68% / 64%		11% / 9%

<u>KS2</u>	<u>Exp</u>	<u>School/National</u>	<u>GDS</u>	<u>School/National</u>
Reading		78% / 75%		41% / 33%
Writing		70% / 72%		11% / 13%
GDS		81% / 73%		33% / 30%

Evaluation of previous years targets 2024-2025

To increase the percentage of pupils achieving age related expectations in writing across the school.	The percentage of children achieving ARE in writing has increased in some year groups. However, this still remains an area for improvement and is on the school improvement plan. Teachers to increase the amount of short write opportunities to develop stamina for writing and to allow children to practise and demonstrate the writing skills they have been taught. Writing planning to be adapted for SEN so that all children have access to our curriculum.
To review the writing curriculum to improve outcomes for all. Demonstrating clear progression withing year groups of key knowledge and skills including grammar and sentence structure,	New writing planning format devised to cover all our expectations. All class teachers given time out of class in Summer 2 2025 to write their Autumn 1 plans using the new planning format. Full time - 1 day. Part-time - ½ day. Completed plans reviewed by JE and SH, any amendments made. Plans ready to deliver in Autumn 1. The rest of the year's English curriculum to be completed on a rolling programme. Writing Observations - October 2025. To assess the impact.
To improve children's oracy	Children given enrichment opportunities to develop spoken language; Poetry competition Speaking in worship/ church services. End of Year Production. Making Speeches.

	Holding debates Children's Chaplains Sport's Leaders Year 6 Responsibilities Year 6 and Reception buddies More curriculum lessons have an oracy focus or an opportunity for oracy. Where the oracy is planned for and modelled by adult first. Sentence stems/ discussion prompts to make accessible for all. Lessons on the importance of Talk Partners and what a good talk partner looks like. Staff Meeting Parent Workshop

New Targets for 2025 - 2026

- To increase the writing culture across school.
- To embed retrieval practice activities for Grammar across the whole school.
- 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.
- To support all teachers in the planning and delivering teaching of writing.