

Curriculum Subject: English

Subject Leader: Dawn Smith

Intent

At Moorfield Primary School, we believe that a high-quality English curriculum should develop, promote, and sustain a life-long love of reading, writing, and discussing. It is an integral part of our everyday practice and is fundamental in giving children the tools they need to succeed in later life.

Through a high standard of teaching, quality texts and a strong, conducive reading culture, we aim to foster a love of reading that ensures all pupils become fluent, expressive, and competent - and are as passionate about their books as their teachers are!

Communication - both written and oral – is prioritised. Our intent is, through carefully selected stimuli, adventurous and judicious modelled writing and discussions, that our pupils have a deep appreciation of how to express themselves for a range of purposes and audiences, and ultimately leave our care as able and independent communicators.

Implementation

Phonics and Reading:

Using Read, Write Inc, a rigorous and robust systematic, synthetic phonics programme is taught from day one. The cumulative progression in phonics knowledge is matched to the children's high-quality phonetically decodable reading books, and parents are actively encouraged to listen to their children read and re-read at home.

To ensure all pupils are fluent and competent readers, the children are given time to read every day in school. In Key Stage 1, this is rehearsed through their phonics sessions, 1: 1 reading with an adult, and when all sounds have been learnt, through comprehension activities.

In Key Stage 2, a love of reading is created by the rich and varied texts we read in class; the explicit links between literature and other topics they are taught; and the extensive library which frames every corridor. Class texts are carefully chosen to develop pupils' vocabulary, language comprehension, love of reading and, where possible, to enrich other areas of the curriculum. These texts are read daily to ensure every pupil is exposed to rich language and, whatever the ability, can access age-appropriate texts. Pupils who did not pass the phonics test, continue having high quality phonics lessons to ensure they catch up quickly.

Writing, Speaking and Listening:

Teachers' expert knowledge of the curriculum and pedagogy ensures children are pushed to reach their potential. CPD, monitoring, book looks, pupil voice and regular Key Stage meetings ensure teachers' high standards are consistent and the same. As teachers, we constantly strive for the best in ourselves and the children.

Our cumulative curriculum design is well considered, and where possible, links are made to other subjects. Success criteria are used to signify what is needed to be achieved in the lesson and these also refer to vocabulary that they need to know, or words that will extend them. High standards of writing and speaking are expected in all subjects.

'Chance 2 Shine' is our formal writing assessment. At least once a half term, following a series of sequenced lessons which include a shared or modelled approach, pupils produce an independent piece of writing. Writing is also moderated internally (through staff meetings and KS meetings) and externally through local cluster school meetings.

Feedback is given both verbally and in writing to ensure pupils are informed about their progress. All forms of feedback are used to ensure the pupils are clear about what they are doing well in and to address areas of concern. Written feedback is acted on by the child in purple pen.

Spellings are practised daily. In Year 1, the Read, Write Inc. programme is used, and from Year 2-6, the Twinkl spelling scheme is followed. Pupils' spellings are recorded in their diaries to share with parents and practise at home. Tests are weekly.

For pupils who struggle to meet the Expected Standard, robust programmes are put in place and progress is tightly monitored. After school and before school boosters are timetabled to help pupils catch up in all areas of English.

Working Wall displays, high quality resources and special incentives (e.g. Pen licence / Star of the Week/ postcards home / work on display) are all used to support and encourage pupils to work their hardest and achieve their full potential. Celebration assemblies, special focus days (World Book Day), class assemblies, school trips and touring authors / plays, all help to acknowledge the importance, fun and scope of being able to confidently express yourself in a range of contexts.

Impact:

At Moorfield Primary School, pupils make very good progress in all areas of English. With national assessments on hold since 2019, we are confident that our pupils in KS1 and KS2 will exceed the national average in all external assessments.

Our older pupils are equipped with the English skills they need to succeed at secondary school when they leave us. Termly class assemblies, end of year performances and class discussions demonstrate children's abilities to choose the correct register for the purpose and confidently address a variety of audiences.

Through evaluation of work in children's books (English, Science and Topic books), it is clear to see the high quality of writing throughout the school. Children can confidently talk about their work in English lessons and can apply their skills and knowledge in all other areas of their work.

Implementation

Phonics and Reading:

Using Letters and Sounds, a rigorous and robust systematic, synthetic phonics programme is taught from day one. The cumulative progression in phonics knowledge is matched to the children's high-quality phonetically decodable reading books (Pearson's Bug Club books and supplemented by Collins Big Cats books), and parents are actively encouraged to listen to their children read and re-read at home.

To ensure all pupils are fluent and competent readers, the children are given time to read every day in school. In Key Stage 1, this is seen through both guided reading and 1:1 reading with an adult. Guided reading is fundamental to pupils' progress, by exploring the texts together, challenging children's ideas, offering key questions and teaching them how to make thoughtful inferences and deductions. 1:1 reading with an adult ensures every child's progress is monitored and it is in this time that pupils are permitted to change books.

In Key Stage 2, a love of reading is created by the rich and varied texts we read in class, the explicit links between literature and other topics, and the extensive library which frames every corridor. Pupils are listened to regularly and, through the use of reading diaries, targets are set, and rewards are given for the number of times pupils read at home. We are especially proud of how involved and engaged the children are in reading. They speak confidently and articulately about the books that they have read, but they are most fervent about the class texts each cohort reads! Class texts are carefully chosen to develop pupils' vocabulary, language comprehension, love of reading and, where possible, to enrich other areas of the curriculum.

Writing, Speaking and Listening:

Teachers' expert knowledge of the curriculum and pedagogy ensures children are pushed to reach their potential. CPD, monitoring, book looks, pupil voice and regular Key Stage meetings ensure teachers' high standards are consistent and the same. As teachers, we constantly strive for the best in ourselves and the children.

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For pupils who struggle to meet the Expected Standard, robust programmes are put in place and progress is tightly monitored. After school and before school boosters are timetabled to help pupils catch up in all areas of English.

Working Wall displays, high quality resources and special incentives (e.g. Pen licence / Star of the Week/ postcards home / work on display) are all used to support and encourage pupils to work their hardest and achieve their full potential. Celebration assemblies, special focus days (World Book Day), class assemblies, school trips and touring authors / plays, all help to acknowledge the importance, fun and scope of being able to confidently express yourself in a range of contexts.

Impact:

At Moorfield Primary School, pupils make very good progress in all areas of English. This starts with a firm foundation in EYFS, with % reaching GLD in reading and ... achieving the ELGs in Literacy in 2019.

Our end of KS1 assessments for 2019 show that the percentage of pupils achieving the expected outcomes in Reading is And for Writing This is supported by the high number of pupils () that pass the Phonics Screening Check at the end of Year 1, with an % pass rate. This is a direct result of our excellent phonics curriculum and teaching.

The large majority of our older pupils are equipped with the English skills they need to succeed at secondary school when they leave us. This is reflected in our end of KS2 assessments for 2019, with 80% of pupils meeting the expected standard in Reading and 92% of pupils meeting the expected outcomes in Writing. Our progress scores, which have an average progress point score of 0.5 in Reading and 2.1 in Writing are also a reflection of the excellent teaching and comprehensive curriculum received by pupils in KS2.

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Through evaluation of work in children's books (English, Science and Topic books), it is clear to see the high quality of writing throughout the school. Children can confidently talk about their work in English lessons and can apply their skills and knowledge in all other areas of their work.