Oldswinford C of E Primary School

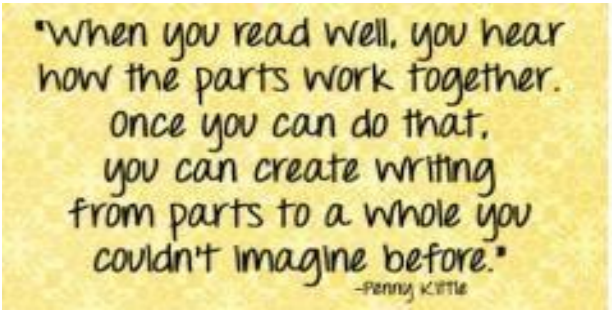
'Believe, achieve and shine brighter together.'

At Oldswinford Church of England Primary School we believe that there is a light which shines within each of us – a light that has been given to us by God, which we should use to help us achieve great things.
We believe it is our job to help that light to shine in all that we do and all that we try to do.

Our Approach to the Teaching and Learning of English

2026

Subject Intent



At Oldswinford C of E Primary School, we are passionate about the experiences we provide in English for all our pupils.

Reading - At Oldswinford, we believe the most important skill any child can leave primary school with is the ability to read independently, extensively, and effectively for meaning. **It is our intent for all our pupils to read fluently and confidently in any subject by the time they are ready to move to secondary school and to become adept at talking deeply about books.** Through our enriched curriculum, reading encompasses all areas of learning. We promote a culture of reading, not simply as a life skill, but to also develop a love of books and literature that will not only support their learning across the curriculum, but also enrich their lives, improve their wellbeing and feed into lifelong learning. We want our children to develop a love for literature and to become responsible readers, appreciating and understanding diversity in our world through varied and frequent reading. English sits at the heart of the primary curriculum and at Oldswinford we value our children's right to be literate and to enjoy literature.

Writing - The writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful writers, with high aspirations, who know how to make a positive contribution to their community and the wider society.
It is our intent for all pupils – irrespective of their needs, abilities or background – to learn to write fluently, developing their own writer's voice. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding of writing. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society. We cultivate a love of writing and communicating through vocabulary rich and high- quality literature, using **Ready Steady Write** by Literacy Counts. By inspiring and developing an appreciation of our rich and varied literary heritage and providing meaningful and exciting provocations to write, we develop a habit of writing widely and often. We recognise the importance of nurturing a culture where children take pride in their writing; can write clearly and accurately and adapt their language and style for a range of contexts.

Spelling and Grammar - We want our children to acquire, understand and use a wide range of vocabulary and to have a good understanding of grammar in context. We aim for all our pupils to be able to spell new words by applying the spelling patterns and rules they learn throughout their time in our school, so their written work is accurate and to a high standard.

Spoken Language - We want all our children to develop a love of language and to be able to develop their ability to use spoken and written language to communicate effectively – to listen, speak, read, and write both in and for a wide range of contexts, purpose, and audiences.

Subject Implementation

We follow the National Curriculum 2014 to deliver lessons rich in reading, writing, phonics, spelling, grammar and punctuation.

Reading - We teach early reading through **Rocket Phonics and Rocket Phonics: Next Steps**, a systematic synthetic phonics programme. Children have daily phonics sessions and are taught to apply their phonics skills and achieve effective blending through the Rocket Phonics reading programme story books used during these sessions. Class reading books in EYFS and Year 1 (Target Practice) are phonics based and closely match our phonics program to consolidate the sounds being taught in lessons. Children also have a home reading book from the phonics scheme which is matched to their own reading ability. Children who read from Purple book band onwards access a wider range of reading materials because they are competent readers who show a sound understanding of their phonics.

We use the **Comprehension Crusher Reading Scheme** from Grammarsaurus for our whole class reading provision from Year 3 to Year 6. It enables us to maximise opportunities for daily, weekly and monthly review to ensure new vocabulary, concepts and knowledge are encoded into long-term memory. Each unit encompasses a **range of fluency and vocabulary activities** to improve reading comprehension. The reading scheme develops deeper reading comprehension by focusing regularly on the reading domains and gives structured and consistent practice of fluency techniques including fluency grids, echo and timed reading.

Children also enjoy a daily whole class reading for pleasure session where they listen to a story being read to them by their teacher. As a school, we prioritise using a range of carefully selected, high-quality texts linked to topics, culture and values. We expose children to a range of diverse and inclusive texts to ensure that our pupils are prepared for the varied world in which they live and for their future years. Staff assess the needs of their children in reading and will plan for additional learning opportunities where they are required.

We foster a rich text environment where children learn how language works. Around school you will see reading areas in all classrooms which are updated with new / alternative reading materials to capture children's interest. Our school library is well-stocked, and all classes have regular access to enjoy the space while selecting books that they can borrow and take home. Our school takes part in a range of reading events and competitions to maintain pupil interest, challenge and engagement and World Book Day is celebrated every year. Our Reading Ambassadors provide a reading buddy service whereby they work with younger year groups to support and encourage reading. They are also in the process of establishing 'author of the term' reading assemblies to introduce children to a broad range of authors and books.

We recognise the vital role that parents and carers play in developing successful readers and therefore place great importance on strong home-school partnerships. We regularly communicate the benefits of daily reading and provide families with practical support, including phonics guidance, reading strategies, book recommendations and information about new and exciting book releases. By working together, we aim to foster a lifelong love of reading and ensure that every child has the support they need to thrive as a reader.

Writing – Early writing is taught through mark making and Rocket Phonics, where the children are taught correct letter formations, using Kinetic Letters.

We teach writing using **Literacy Counts Ready, Steady Write.** Ready Steady Write is a text-based writing approach that immerses pupils in rich, high-quality literature to inspire and support their writing. Through carefully sequenced lessons, pupils develop their vocabulary, grammar and writing techniques while learning to write for a range of purposes and audiences. The programme promotes high expectations, creativity and progression, helping all pupils become confident and successful writers.

Vocabulary and Spelling - We aim to provide our pupils with a 'language rich' environment. Within our classrooms, we explore and discuss ambitious vocabulary. We use **Essential Spelling and Word Knowledge** to teach spelling for children in Y3-6. It is a programme that develops pupils' understanding of how words work, rather than simply learning to spell a list of words. It uses a combination of **phonology** (sounds in words), **morphology** (how words are built) and **etymology** (where words come from) to help children recognise patterns in the English language. Pupils explore root words, prefixes and suffixes to develop an understanding of how words are constructed, how their meanings are connected and how patterns can be applied to new words. Children are set weekly words to learn at home on Doodle Spell.

Subject Impact

Through our carefully designed curriculum, by the time children leave Oldswinford they will:

- enjoy reading regularly both for information and for enjoyment
- be able to discuss the books they have read with enthusiasm
- use a wide range of reading skills to predict, infer, deduce and evaluate
- write clearly, cohesively and accurately
- write creatively and confidently for a range of different purposes and audiences
- be able to apply the features of different writing genres and styles to their own work
- spell words accurately and select ambitious language

How do we know that we have achieved these outcomes?

We measure the effectiveness and impact of our English curriculum in a variety of ways.

Reading – staff complete a triangulation of reading evidence to help inform their assessments. We use PIRA reading comprehensions at the end of each term and assess against current book bands and the teacher's knowledge of the child from their daily Comprehension Crusher lesson and one to one reading sessions.

Writing - We formally assess independent pieces of writing (Star Writes), using a consistent format for assessment, which enables progress and attainment to be analysed and evaluated to identify the next steps of learning. Moderation of writing takes place in school each term to ensure accurate judgements are being made.

The quality of reading and writing in English is evaluated by learning walks, drop-ins, 'pupil voice' discussions and book trawls. This informs the subject leader of the impact of new initiatives as well as future areas for improvement. After monitoring, the subject leader provides feedback to SLT and addresses areas for development which is then shared with all staff.