

Oldswinford C of E Primary School



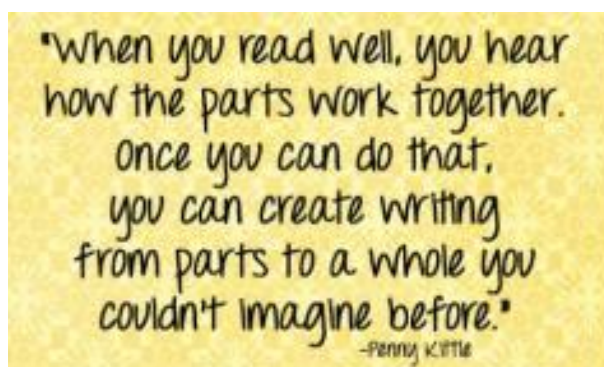
‘Believe, achieve and shine brighter together’

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

Subject Intent



Why do we do what we do in this subject (aims)?

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

Reading - 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. We want them to have a passion for books and to see that books provide knowledge, relaxation, escapism, vocabulary, imagination, and enjoyment while simultaneously helping children to boost their own mental health and wellbeing. 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.

Writing - We want our children to have passion and enthusiasm for writing; where their ideas are valued, and they pursue purposeful and authentic writing projects for real audiences. We aim for them all to write clearly, accurately, and coherently, adapting their language and style as necessary. We develop skills progressively so that our pupils have the stamina and ability to write at or above the age expected standard.

We aim for all children to know exactly what is expected of them and their writing. To support children in developing as independent writers, we provide a wide range of opportunities, including drama and role play, modelled, shared and guided writing, peer/self-editing and discussion. We believe that all children should be encouraged to take pride in the presentation of their writing and aim to develop a legible, joined handwriting style. We want our children to understand that all good writers refine and edit their writing before producing a final published copy. Therefore, we want our children to develop independence in being able to identify their own areas for improvement in a piece of writing and edit their work during and after the writing process. It is our intent for all our pupils to become creative and confident writers by the time they are ready to move to secondary school.

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, 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. Home reading books are phonics based and closely match our phonics program to consolidate the sounds being taught in lessons. 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 adopt the key principles from the 'Hooked on Books' and VIPERS programme for our whole class reading provision. This enables us to tailor our reading provision to the needs of our children, teaching them specific reading skills. Staff assess the needs of their children in reading and will plan for additional learning opportunities where they are required. Children have daily whole class reading sessions where they listen to a story being read to them by their teacher, promoting reading for pleasure, and then learn to discuss and analyse texts using a variety of approaches. As a staff, we have developed our own reading spine which includes carefully selected high-quality texts linked to our topics. We have included a range of diverse and inclusive texts to ensure that our pupils are being exposed to the varied world in which they live and therefore preparing them for their future years.

We foster a text rich 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. We have developed a class 'Book Swap Shop', to further promote reading, explore different authors and genres and provide all children with access to books that they can borrow to enjoy at 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 setting up a reading cafe to encourage reading for pleasure and they are creating their first reading newsletter to share with our school community.

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 the Talk 4 Writing approach and use a range of high-quality texts (book spine) that are linked to our topics as a stimulus. Teachers develop a range of purposeful writing opportunities and have a view of work being published and celebrated.

Using a model text, children are taught the grammar elements of the National Curriculum and how to apply these skills to their own writing. Teachers work alongside the children to generate the features of a high-quality text and children aim to include these elements in their writing. Children receive regular feedback from both teachers and their peers in the writing process.

We adopt a cross-curricular approach throughout the school to enable the skills that are learnt through the English curriculum to be applied in all other subject areas.

Vocabulary - We aim to provide our pupils with a 'language rich' environment. Within our classrooms, we explore and discuss ambitious vocabulary. We use the Rising Stars Spelling scheme for children in Y3-6. Children are set weekly words to learn at home on Spelling Shed. A weekly result is shared with our families via Class Dojo to celebrate the class in each phase who has accrued the highest level points. We also celebrate the top ten spellers across the school each week.

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 Rising Stars reading comprehensions at the end of each half term and assess against current book bands and the knowledge of the child from their daily Book Talk and comprehension 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 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.