



Limehurst Primary School

Subject Leader Report: English by Sam Dickinson

INTENTION: Subject Overview

English sits at the very heart of our curriculum – it is through language, story and quality texts that children learn to form concepts, connect ideas and express themselves. Through literacy, in all its forms, children learn to both make sense of the world and shape their place within it.

Across both writing and reading, we place a heavy emphasis on developing a child's vocabulary. By the time children leave Limehurst in Year 6, the limited word hoard they arrived with in Reception will have expanded enormously, giving them the language they need to understand sophisticated texts and express themselves in a wide range of contexts.

IMPLEMENTATION: Planning, sequencing and skills progression

At Limehurst Primary School, we teach our English through the Literary Curriculum. The Literary Curriculum is a complete, thematic approach to the teaching of English, placing children's literature at its core. Text studied have been carefully chosen to support the spiral approach to the curriculum ; ensuring coverage, opportunities to revisit, revise, rehearse and reflect as well as application of new knowledge and skills. In all year groups, we teach reading and writing through high-quality texts – ranging from picture books to Shakespeare, immersive real-life experiences, such as school trips, or a combination of both. The particular choice of rich texts support the contextual understanding needed to broaden and deepen understanding of key concepts within our Learning Tree and other Foundation subjects.

As a whole school approach, it provides complete coverage of all National Curriculum expectations for writing composition, grammar, punctuation and vocabulary, as well as coverage of spelling, phonics and reading comprehension. All sequences lead to purposeful application for a wide range of audiences across a variety of outcomes. Over their time at the school, children will read and write a variety of fiction and non-fiction texts, including recounts, news reports,

explanation texts, poems, plays and stories of all kinds. We use drama, role-play, storytelling and discussion to engage the imagination, before moving on to vocabulary exploration, sentence craft and creative writing.

Throughout the Early Years and Key Stage 1 children are taught the key principles of reading and writing in order to lay a solid foundation for developing their skills later on. In writing, an emphasis is placed on developing clear handwriting with 'finger spaces' between in each word. Children are taught to apply their knowledge of phonics to help them spell accurately, and to structure their work, whether it be fiction writing or a set of instructions. Our curriculum teaches the children to add variation and description to their work by developing their vocabulary, including the use of interesting adjectives and adverbs and developing sentence structure using conjunctions and sentence openers. By the end of Key Stage 1 children have been taught the fundamentals of punctuation and grammar and are developing a love for writing as a lifelong means for communication.

Children also apply their writing across the curriculum writing up experiments in Science, recounting events in History and describing processes in Geography, for example.

By the time children leave Limehurst Primary School they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books.

IMPLEMENTATION and IMPACT: Assessment, monitoring and evidence

Reading Impact

Children's reading is assessed once a term by the teacher using the reading matrix. This is usually done towards the end of the term but progress is monitored more frequently throughout the term using teachers judgements and evidence from children's reading. This comprises of guided reading records in KS1 and the Read and Respond books in KS2. The teachers use evidence from reading sessions to make their judgements. Teacher judgements are moderated by colleagues, subject coordinators and phase leaders to ensure accuracy of assessment and consistency across the school.

Writing Impact

Marking

All pieces of work are acknowledged by the teacher or Teaching Assistant and 'light marked'. Peer or self-marking may also be used. The level of support given is indicated using an I for independent work, S for supported work, G for group work, or V for verbal feedback. For the purposes of assessment, more than one code may be used to indicate parts of the work where support was given and other parts where the work was independent.

Children's writing is 'deep marked' at least once a week with a 'star' to celebrate their achievements and a 'next step' to move their learning forward. Teacher's marking is completed in red pen to draw attention to a particular part of the work.

Any editing or responses that the children make must be completed in their own blue pen. Children also receive regular feedback through verbal discussion.

Assessment

Assessment Matrix are filled in each term The teachers use evidence from children's Learning Journey books to make their judgements. Teacher judgements are moderated by colleagues, subject co-ordinators and phase leaders to ensure accuracy of assessment and consistency across the school.

Feedback from recent teacher questionnaires has proven that the Literary Curriculum we employ provides quality texts that appeal, motivate and focus the children's tasks and engagement. Further to this the impact of utilising the Literary Curriculum has resulted in the teacher confidence in the delivery of high quality lessons rising.

Handwriting and Spelling

Handwriting is taught weekly from Reception to Year 6, beginning with mark making and patterns in Early Years all the way up to legible, joined continuous handwriting in Year 6. When a child is deemed to have legible, joined writing they are awarded a pen license. It is taught using the Twinkle continuous cursive handwriting scheme

Spelling is taught through the Literary Curriculum's Spelling Seeds. These are directly linked to the main focus texts and Appendix One of the English National Curriculum.

Other Key Information if applicable (subject specific)