



St Jude's C of E Primary School's Subject Stories English



Intent

Here at St Jude's we have a passion for high quality teaching and learning of English. We believe that every child can succeed in reading and writing, and we aim to instil this belief in the children themselves. It is our intention that learning is relevant to our children through our commitment to a diverse English curriculum. We have carefully chosen texts in English and reading lessons as well as class novel choices.

In English, we are clear that Intent is the knowledge and skills the children acquire in our curriculum, which builds towards clearly defined end points.

We understand the importance of the **Early Years** for building the reading and writing foundations for the future years. Our educational programme ensures that our children:

- *develop their spoken language through back and forth interactions and modelling of rich and varied vocabulary*
- *have opportunities to have back-and-forth interactions from an early age to form the foundations for language and cognitive development*
- *have exposure to a language-rich environment*
- *have opportunities to use and embed new words in a range of contexts*
- *develop a life-long love of reading*
- *learn and enjoy a range, stories, rhymes, poems and songs*

Through our **KS1 and KS2** English curriculum, ensures that our children:

- *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 in order to learn; they should be able to elaborate and explain clearly their understanding and ideas*
- *are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.*

By the end of their time at St Jude's, our children will be equipped with:

- *Excellent phonic knowledge and skills.*
- *Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.*
- *Knowledge of an extensive and rich vocabulary.*
- *An excellent comprehension of texts.*
- *The motivation to read for both study and for pleasure.*
- *Extensive knowledge through having read a rich and varied range of texts.*
- *The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.*
- *A vivid imagination which makes readers engage with and enjoy their writing.*
- *A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.*
- *Well-organised and structured writing, which includes a variety of sentence structures.*
- *Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.*
- *A love of writing and an appreciation of its educational, cultural and entertainment values.*



Implementation

Reading:

Reading is taught as a whole class session, borrowing from the principles for Teaching for Mastery. Every child from Year 2 upwards experiences a daily reading lesson and all children access the same text. Children in Reception and Year 1 classes continue to read in small groups to allow for decoding practice. Whole class reading allows all children to develop a deep understanding of the text that they are reading, the layout of the text and the language used within the text. The learning needs of every child are met through pre-teaching of vocabulary and the use of the same text for a week. Reading Roles (created by Aidan Severs) are used to highlight reading strategies to children; a single strategy is the focus of each reading session though others may be used to support learning of that strategy.

In Early Years and Key Stage 1 a rigorous programme of phonics is followed in order to provide children with decoding and spelling skills that help them as they move up the school. We currently follow the Letters and Sounds phonics teaching document.

Writing:

Writing is focussed around a key, high-quality text and taught in a three-phase structure. This allows children to immerse themselves in the text, then build on key skills using the text to support and inspire and finally leading to an independent outcome. Children are exposed to a range of text types throughout their school life. It is vital that our children are able to write for a range of purposes and in a range of styles. Quality first teaching is supported by focussed resources and working walls within the classroom.

We understand that reading, writing and oracy are closely linked and, as such, ensure that children are given opportunities to practise and refine all three areas of English during the school day.

Children are given English homework weekly at St Jude's – a spelling activity will be provided alongside a grammar activity, linking to the learning done in class that week and encouraging the children to practise and embed their skills further.

Impact

EYFS

	2017	2018	2019
Good Level of development	83% (National Average 71%) (Lambeth Average 71%)	87% (National Average 72%) (Lambeth Average 72%)	81% (National Average 72%) (Lambeth Average 72%)

KS1

	2017	2018	2019
Expected Level +	83% (National Average 68%) (Lambeth Average 74%)	81% (National Average 70%) (Lambeth Average 74%)	90% (National Average 69%) (Lambeth Average 74%)
Greater depth Standard	20% (National Average 16%) (Lambeth Average 19%)	30% (National Average 16%) (Lambeth Average 20%)	20% (National Average 15%) (Lambeth Average 18%)

KS2

	2017	2018	2019
Expected Level +	93% (National Average 76%) (Lambeth Average 79%)	85% (National Average 75%) (Lambeth Average 79%)	90% (National Average 78%) (Lambeth Average 75%)
Greater depth	37% (National Average 25%) (Lambeth Average 28%)	44% (National Average 26%) (Lambeth Average 29%)	40% (National Average 25%) (Lambeth Average 27%)



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- ✓ Our English curriculum and the teaching strategies we employ have promoted progress in our attainment scores in KS1 and KS2 since 2016. As seen in the tables above, overall we have made progress to be performing above national averages and in some areas above Lambeth averages.
- ✓ Monitoring of staff lesson design shows strong evidence of staff subject knowledge and teacher modelling of writing.
- ✓ All learning is matched appropriately to the age group being taught.
- ✓ Our pupils' work in books consistently shows evidence of opportunities for applying skills in a range of purposes for writing.
- ✓ Children are prepared year on year for the next step in their writing and reading education.
- ✓ Implementation of whole class reading sessions have had a positive impact on progress and outcomes in KS2.

If you were to walk into reading lessons at St Jude's, you will see:

- Reading Roles clearly displayed in the classroom
- Use of a high-quality text or text extract
- Learners taking part in paired and group discussions
- Opportunities for learners to consolidate skills through recording answers

If you were to walk into writing lessons at St Jude's, you will see:

- High-quality texts used
- Working Walls to support learning
- Learners engaged in meaningful activities – drama, debate, discussion, practical skills' practice
- Opportunities for learners to apply new skills through writing time
- Teacher modelling of extended writing outcomes
- Many examples of tier 2 vocabulary being used

An example of skill progression within our writing curriculum:

English aspect: Progression in Punctuation						
Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
spaces between words	full stops, question marks, exclamation marks, capital letters to start sentences and proper nouns and I	capital letters, full stops, questions marks, exclamation marks, apostrophe for missing letters and singular possession, commas in a list	capital letters, full stops, questions marks, exclamation marks, apostrophe for missing letters and singular possession, inverted commas, paragraphs	capital letters, full stops, questions marks, exclamation marks, apostrophe for missing letters and singular and plural possession, inverted commas, paragraphs , commas after fronted adverbials	capital letters, full stops, questions marks, exclamation marks, apostrophe for missing letters and singular and plural possession, inverted commas, paragraphs , commas after fronted adverbials , brackets, dashes and commas to indicate parenthesis, commas to clarify meaning,	capital letters, full stops, questions marks, exclamation marks, apostrophe for missing letters and singular and plural possession, inverted commas, paragraphs , commas after fronted adverbials , brackets, dashes and commas to indicate parenthesis, commas to clarify meaning, semi-colon, colon and dash to mark boundaries between ind. clauses or in lists, bullet points, hyphens.



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Our Diverse Curriculum

As a school, we are passionate that our children receive a broad, balanced, inclusive and diverse curriculum. We have developed anti-racist commitments, and endeavour to fulfil these in every curriculum area, including English. Within this subject, we will ensure:

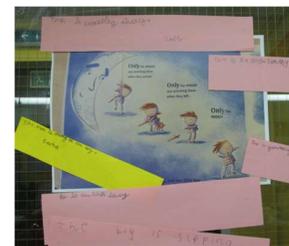
- Diverse texts are used to support learning in reading and English sessions.
- There are a range of diverse books in classroom libraries which include information books which celebrate key figures.
- Children are given exposure to diverse characters, writers and illustrators through our selection in classroom libraries.
- Time in the school calendar is designated to celebrate significant figures in history who have contributed to the knowledge and understanding of mathematics. These celebrations will include a diverse range of people, including different ethnicities, genders and cultural backgrounds.
- Other opportunities are utilised to explore, promote and celebrate diverse figures, such as Family Learning Projects, Home Learning activities, newsletter items, Twitter posts, World Book Day, Science Week, and local community events.

Outstanding examples of learning outcomes and English at St Jude's



English lessons are exciting and engaging and children are given purpose for their writing.

A visit from Ernest Shackleton!



Children practise a range of skills in English lessons. We carry out debates and retell stories in creative ways.



English has a high profile and is displayed around the school.

Remote Learning

Whilst children are learning remotely, the following approaches are taken to ensure English teaching and learning is consistent and of a high quality:

- English lessons are planned daily and uploaded to the Google Classroom
- Resources are planned and designed carefully to support the learning objective each day
- Google Forms are designed to assess key areas of grammar
- Lessons include opportunities to review prior learning
- The use of videos provide clear and concise explanations of key terminology and modelled examples
- Word mats are provided to support children with using ambitious word choices
- Teachers plan Spelling or grammar lessons weekly
- Children upload their work at least once a week to receive feedback.



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Successes in 2019 – 2021

- ☺ KS1 reading results 2019:
 - 90% children reached the expected standard (above national and Lambeth average)
 - 40% children reached greater depth standard (above national and Lambeth average)
- ☺ KS2 reading results 2019:
 - 85% children reached the expected standard (above national and Lambeth average)
 - 38% children reached greater depth standard (above national and Lambeth average)
- ☺ KS1 writing outcomes 2019:
 - 90% children reached the expected standard (above national and Lambeth average)
 - 20% children reached greater depth standard (above national and Lambeth average)
- ☺ KS2 writing outcomes 2019:
 - 73% children reached the expected standard
 - 27% children reached greater depth standard (above national and Lambeth average)
- ☺ Teachers are confident in the delivery of lessons, both whole class reading and teaching of writing – teachers' feedback from PDMs very positive and enthusiastic - where appropriate the English Lead provided support to key members of staff in planning.
- ☺ Promoting diversity in reading sessions by ensuring at least one text a half term has diverse characters
- ☺ A revamp of book displays in class libraries across the school to promote the culture of reading for pleasure
- ☺ New books for EYFS and KS1 decodable reading books
- ☺ Enrichment activities to promote reading and writing for pleasure: exposure to diverse authors from World Book Day messages, sharing stories made by the children with different year groups, school book fair and World Book Day
- ☺ A range of moderation activities throughout the year both in-school and cluster wide
- ☺ Diverse texts are being used to support learning and being shared as a class novel

Priorities for 2021 - 2022

- ☺ CPD opportunities – embedding grammar in teaching; strong subject knowledge of grammar; raising standards in writing
- ☺ Continue to foster a love for reading through a diverse range of texts and displays in the classroom promoting book talk
- ☺ CPD opportunities – embed a new government approved systematic synthetic phonics programme (SSP)
- ☺ Attainment and progress in writing to be a key focus this year
 - Progress of groups to be closely monitored
- ☺ To ensure spelling accuracy is consistent across the school through introduction of No Nonsense Spelling
- ☺ To ensure diverse texts are being used to support learning at least once a half term in English lessons
- ☺ To broaden the diverse reading opportunities across KS2 libraries