



# William Law CE Primary School's Subject Stories

## ENGLISH



### Intent

At William Law we strive to open doors for our children through the teaching of English. We aim to enrich vocabulary, share new worlds and stretch their imaginations in both reading and writing; fostering confidence, articulacy and aspirations in our learners.

The National Curriculum for English aims to ensure that all pupils:

- ❖ *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 language and style for a range of contexts, purposes and audiences*
- ❖ *Use discussion in order to learn*
- ❖ *Are competent in the arts of speaking and listening.*

### Implementation

#### **Reading**

Reading is interwoven throughout the curriculum at William Law, with core books underpinning each topic within the school. As well as phonics lessons daily in EYFS and Key Stage 1, children have a minimum of three Guided Reading lessons weekly throughout the school. Children are encouraged to develop a love of reading as soon as they begin in Reception, visiting the Key Stage 1 library with their own library card. Incentives for reading at home and sharing stories with their teachers during the Ten Minute Read, is an initiative which runs from EYFS to Year 6. Reading is tracked regularly throughout Key Stage 1, with the aim that children will be fluent readers by the end of Year 2. No child is left behind, with rapid intervention used to ensure progress for all. Year 3 children will become members of the local library, giving all children the opportunity to be exposed to a wide variety of texts and take these home. Accelerated Reader aims to foster reading for pleasure and independent reading and is used in Years 3 and 4. Children are encouraged to be responsible for their own reading in Key Stage 2, writing their own reflections on what they have read over a week and sharing this with their teacher. By Year 6, children will have discovered the type of books they love to read.

#### **Phonics**

At William Law, we follow the Letters and Sounds phonics programme where we support children using resources that have been created by school staff or taken from other programmes. In Early Years, children focus on Phases 1-4 of Letters and Sounds; children in Year 1 learn Phase 5 of Letters and Sounds and recap Phase 3 and 4 in their daily Phonics sessions; in Year 2 children should have progressed through Phonics phases 1-5 and are taught spelling rules in line with the National Curriculum. Phonics is taught daily in Reception and twice daily in Year 1 (one morning lesson and a recap in the afternoon). Selected children in Year 2 will also receive support with their Phonics screening retake. Each Phonic session will follow the same structure:

- Objective and Revisit/Recap
- Teach - say it, show it, use it.
- Practise
- Apply
- Assessment and metacognition - children in the Early Years and Key Stage 1 have regular reading lessons, story time and opportunities for Speaking and Listening throughout the day.

Where needed, children in KS2 receive interventions, for example; there is an intervention programme called Project X to support phonics in Year 3. We also support children working from home due to isolation by including phonics sessions and activities in the home learning timetables.



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#### Writing

At William Law, writing is based on the Talk for Writing structure, with teachers having the confidence to adapt this in order to best suit their learners. A "cold to gold" approach is followed throughout school in order to identify children's gaps in knowledge and see clear progress. Children are hooked in with exciting experiences before being immersed in the vocabulary and grammatical devices they might need to understand their unit. Through careful analysis and talk, children look at the underlying structure of examples, before considering how they might adapt it to suit their own ideas. Exposure to high quality model texts helps children to have high expectations of their own writing and teacher modelling focuses children on the skills they must demonstrate. Scaffolding materials such as word mats, thesauruses and a classroom washing line make the learning visible and help children to make conscious decisions about their writing as an author. Editing, both independent and with peers, is an important part of the writing process and children learn how to act on feedback. Children are encouraged to take pride in their writing by being awarded a bronze, silver or gold handwriting pen, with cursive, joined handwriting being used from Year 1 to Year 6.

#### Impact

- ✓ Results are at or above national averages in reading and writing in both key stages.
- ✓ At least 90% of children pass the Phonics Screening by the end of Key Stage 1
- ✓ Teachers clearly know each child's strengths and areas of development in both subjects.

#### If you were to walk into an English lesson at William Law, you would see:

- Fun and engagement through high quality topics, genres and texts
- High expectations and challenge for all, supported through appropriate scaffolding materials
- Washing lines in classrooms to support learning in writing
- Collaboration and reflection between peers
- First quality teaching from all adults, with groups of learners supported in lessons.

#### Pupil Voice:

Year 6: "With writing you have so many chances to be more creative. I love the variety in the lessons and it feels good when you achieve something."

Year 5: "I [reading] LOVED Cosmic, I absolutely LOVED it. It was so good because when I wrote my sci-fi story I had so many ideas."

Year 4: "When I read I feel like I am in another world".

Year 2: "I'm really good at it – I used to give up in Year 1 but now I'm really proud. I loved the real fire in the playground; it helped me write a really good newspaper report like a real journalist."

Year 1: "I like doing sound buttons on my words."

#### An example of skill progression within our English curriculum

English aspect: Progress in Punctuation						
Reception:	Year 1:	Year 2:	Year 3:	Year 4:	Year 5:	Year 6:
Full stops Capital letters Finger spaces	Full stops Capital letters Finger spaces Question marks Exclamation marks	Full stops Capital letters Finger spaces Question marks Exclamation marks Commas in a list Apostrophes for omission	Full stops Capital letters Finger spaces Question marks Exclamation marks Commas in a list Apostrophes for omission Apostrophes for possession Inverted commas for direct speech	Full stops Capital letters Finger spaces Question marks Exclamation marks Commas in a list Apostrophes for omission Apostrophes for possession Accurate punctuation for speech including	Full stops Capital letters Finger spaces Question marks Exclamation marks Commas in a list Apostrophes for omission Apostrophes for possession Plural possessive apostrophe	Full stops Capital letters Finger spaces Question marks Exclamation marks Commas in a list Apostrophes for omission Apostrophes for possession Plural possessive apostrophe



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				inverted commas and commas Commas after fronted adverbials Commas for complex sentences	Accurate punctuation for speech including inverted commas and commas Commas after fronted adverbials Commas for clarity Parenthesis	Accurate punctuation for speech including inverted commas and commas Commas after fronted adverbials Commas for clarity Parenthesis Hyphens Dashes Semicolons Colons
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### Outstanding examples of learning outcomes



Writing lessons are purposeful and engaging. Here Year 2 children are baking bread as part of their Great Fire of London topic in order to write instructions.



Reflection and feedback are essential in writing lessons. Children learn to edit their work with a peer, using lots of scaffolding materials to help them.



Reading has a high profile at William Law, encouraging all children to develop a love of reading. Here children are independently enjoying books in the Key Stage 1 library.

### Successes in 2021-2022

#### 😊 **Accelerated Reader:**

This has been successfully launched in Years 3 and 4 to help children engage with reading beyond stage books. Children earn points from reading which can then be spent in our fabulous Honeydukes reading shop.

#### 😊 **Diversity in reading:**

Teachers have been focusing on ensuring children are exposed to texts from a wide range of authors with characters, settings and plots representative of a diverse range of cultures and backgrounds. This is evident through our Ten Minute Reads.

#### 😊 **Talk 4 Writing:**

Talk 4 Writing continues to be embedded across school, with washing lines full and visible in classrooms and the process clear in books. Our new planning format has made this even easier for teachers to plan and personalise for their children and new staff will receive training from a Talk for Writing consultant this year.

#### 😊 **No More Marking:**

Through the introduction of No More Marking, staff confidence in assessing the writing of their own classes has increased and writer has compared favourably to other schools taking part.



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#### ☺ **Phonics focus for home learning:**

During lockdown, the teachers continued to support children at home with phonics through online conferencing sessions and planned activities on home learning timetables. This had a huge impact on their progress and ensured the children continued using their skills when reading or completing activities at home.

#### **Priorities for 2021-2022**

##### ☉ **Reading as a Writer:**

To gain a better understanding of how we can teach reading across the school to impact writing.

To launch the school's revised reading strategy with training on approach and expectations.

##### ☉ **Phonics results:**

For 90% of Year 1 children to pass the phonics screening by the end of the year and for 95% of Year 2 to pass the phonic screening by the end of the year.

##### ☉ **Purchase new books:**

Purchase books for classrooms and libraries to ensure there is a range of reading materials across the reading ability range.

##### ☉ **Vocabulary:**

Vocabulary has continued to grow in priority at William Law with this being mapped out across the curriculum for all year groups. Our new focus is to implement an approach to teaching this throughout the school.

##### ☉ **Writing at the end of Key Stage 2:**

To ensure that children working at expected and greater depth levels at the end of Key Stage 1 achieve the same at the end of Key Stage 2, through work with HE and Year 6.