

English at Claycots

Claycots Primary School



www.claycots.co.uk

Town Hall Campus: 01753 531415

Britwell Campus: 01753 521215



English team

Mrs Deepak is our Reading & Phonics Lead (Quality of Teaching)

Mrs Brown is our English Lead (Oracy, Wider Reading and Writing)



The vision for English

Our vision for English is to foster a love of language, and to equip our children with the skills and confidence to communicate effectively in a variety of contexts.

We aim to provide a rich and stimulating curriculum that covers all aspects of reading, writing, speaking and listening, and that exposes children to a wide range of high quality, engaging texts from different genres. We want children to leave our school, full equipped with Literacy skills that will enable them to lead fulfilling lives and make a positive impact to society.



Subject Intent

At Claycots, we recognise the importance of reading and writing as key life skills and are dedicated to ensuring every child is equipped with the skills needed to: access the curriculum, make personal choices about the books they read and communicate effectively to a wide range of audiences. We teach all aspects of the English National Curriculum with the overarching aim to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. At Claycots, reading is central to the curriculum. It is a source of pleasure and enrichment, but also a primary means of obtaining information and building many key skills such as retelling information.

Central to our intent for English at Claycots is ensuring 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 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 art of speaking and listening, making formal presentations, demonstrating to others and participating in debate



Subject Implementation

Reading:

At Claycots, both our English and wider curriculum topics are centred around high quality texts, which ensure that throughout the school children are exposed to a wide range of authors and genres which help to nurture children's love of reading. Children are given many opportunities during the school day to develop their reading as well as the explicit teaching of reading skills through guided and shared reading. In class, children are exposed to a range of texts through English lessons and the wider curriculum. Throughout the week, children are taught as a whole class through shared reading where teachers explicitly model the skills of proficient readers. From Reception to Year 6, reading strategies including: decoding, fluency, vocabulary and comprehension are explicitly taught during these sessions whilst nursery focus on demonstrating concepts of print. Through daily guided reading, all pupils are then given a chance to independently apply these skills to texts that closely match to their comprehension and decoding abilities. As part of guided reading, all pupils read with a teacher at least once a week. Across the school we use Pearson's Bug Club, Collins Big Cat and PM reading schemes to support children in applying their phonics and reading skills. As a school we prioritise additional opportunities to celebrate reading including the celebration of World Book Day, lunchtime library clubs, numerous author visits, workshops and local library trips. We have large and well-stocked libraries, which we regularly update with the newest publications



Subject Implementation

Writing:

At Claycots, children are immersed in Talk for Writing from Year 1 to Year 6. Its three phases (Imitation, Innovation and Independent application) mean that children are explicitly taught how to compose a variety of fiction & non-fiction texts. All writing units use high quality texts as a stimulus, which pupils internalise through the imitation stage. To support children in moving towards independent writing, teachers use shared and modelled writing; showing children their thought process by thinking out loud and involving them in the composition by taking suggestions. Children are taught how to structure a piece of work, ensuring they know the key features that will help them to make progress have been included. There are regular opportunities for children's writing and ideas to be shared, displayed, published and celebrated. Grammar is taught explicitly through Talk for Writing units, as research shows that knowledge is best embedded when taught within a familiar context. Additionally, we use the n Spelling Shed scheme to support the teaching of spelling. We recognise the importance of handwriting and this is explicitly taught throughout the school.



Subject overview

Early Years

More information about how reading and writing is taught in Early Years can be found in the EYFS curriculum section of the website



How we measure progress

Reading

Teachers assess reading through careful questioning in guided reading and shared reading sessions.

Phonics Assessments are also completed (see Early Reading and Phonics section of the website)

PM Reading Assessment

The PM Reading Assessment tool is used to assess children's independent reading level using unseen, meaningful texts.

This procedure allows teachers to assess a child's fluency, retelling strategies and comprehension skills. The information is used to determine the reading level and to provide children with the appropriate reading material. It is also used to monitor progress over time. There is also a phonic reading benchmark assessment used for children who are still reading phonetically plausible books.

Summative Assessment

At Claycots we use termly Standardised Score Reading assessments to track progress and to help teachers gather a deeper understanding of their pupil's existing and developing knowledge and skills. Teachers use the outcomes of these tests to adapt their teaching to meet the needs of all children.



How we measure progress

Writing

Writing is teacher assessed at the end of each term. Teachers refer to a bank of exemplification materials when making judgements about standards in writing and children are assessed as either working towards, having met or exceeded the expected national curriculum standard for writing.

Moderation of writing takes place every term and teachers identify any gaps in knowledge that can be addressed through whole class teaching or focused intervention support.

Each half-term, children will complete an independent piece of writing based on the work completed during that half-term. Staff teams will meet together to look at strengths and areas of development, which feed into future planning.

Previous Visits and experiences

Author visits

EYFS & KSI

James Sellick



KS2

Guy Bass



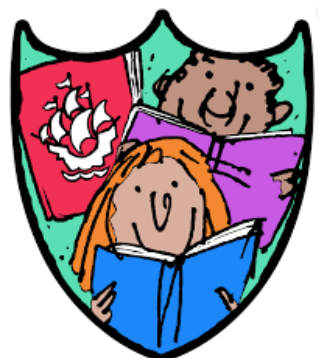
Chris White



Michael DeSouza



Previous Visits and experiences



Pupil voice

What our children say about English:

Year 1

- 'English is one of my favourite lessons because I love writing and I like doing my story actions.'
- 'I like retelling my story using my story map.'
- 'I like writing fiction because I can write about my made-up characters.'

Year 2

- 'I like English because my talent is reading which helps me with my writing.'
- 'We've learnt useful vocabulary and how to convince someone to do something.'
- 'We are learning this type of writing so when I grow up I can write this type of letter.'

Pupil voice

What our children say about English:

Year 3

- 'When we write, we have to focus on lots of skills and I like to make sure I've included everything.'
- 'We learn an imitate text using a map and actions and this helps me do my own writing.'
- 'I know that any narrative is fictional. We have done other narratives too which helps us. We did a historical narrative on the Stone Age.'

Year 4

- 'I like English because we learn new vocabulary and we learn the different features of different texts.'
- 'In Year 1 we wrote instructions on how make a monster sandwich and in Year 2 we did an instruction on how to catch a monster. This helped me to write my instructions in Year 4 because it's the same text type but about something different but we used more advanced vocabulary and included more detail.'
- 'My favourite writing was a description setting for Narnia.'

Pupil voice

What our children say about English:

Year 5

- ‘I like reading stories and I like reading my stories to other people. I like reading their stories too.’
- ‘The model texts that we learn help us with our own writing. Our box-ups help us with ideas.’

Year 6

- ‘My teacher tells me if my work is good and if it needs improvement. Children around me tell me too.’
- ‘I know how to write in a chatty tone to make my writing more interesting. I have to think about my audience.’
- ‘I’ve learnt how to write a biography at a high standard. I learnt new sentence structures which helped me with writing my biography.’