

English at Langton Primary School

Fluency in the English language is an essential foundation for success in all subjects. At Langton Primary School therefore teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. Children are also encouraged to establish an appreciation and love of reading from an early age by reading widely across both fiction and non-fiction.

Teaching and Learning

English is planned through good quality texts that are topic based and that will motivate and inspire the children. The texts chosen are from recommended books lists for each year group produced by the North Yorkshire English team or from the book lists suggested for each topic in our new Cornerstones Curriculum. Through these texts the range of knowledge and skills in the English National Curriculum are taught to each year group. At Langton we believe that Education is for life and it is with this aim in mind we deliver the curriculum. Children are taught to read and write a wide range of genres so that they leave Langton with the ability to write for different audiences. The new Cornerstones programme suggests genres that can be taught through the texts so that the children are taught a range of written forms. The necessary knowledge and skills needed to write each genre as well as the grammar content for each year group is taught through discrete English lessons but applied across the curriculum when the knowledge from other subjects is presented for example as a report, letter, diary or story. This prepares our children for their future and is noticeable in their ability to effectively plan and deliver arguments for and against a topical issue in the annual debating competition.

The teaching of reading at Langton primary is effective. By the time pupils leave the school, they are confident readers who can express their opinions and preferences skilfully. They read a range of contemporary and traditional authors which broadens pupils' exposure to a wide vocabulary base. Included in this is the opportunity to read and perform more complex plays for the end of year school production, notably *The Wind in The Willows* and *The Tempest*. The love of poetry and the ability to perform it is actively encouraged. Performing a poem in the Ryedale Festival P factor competition, develops resilience, confidence and pride as Langton have now won the competition three times since it began.

Guided Reading is taught in groups throughout the school. Everyone reads at least twice a week to a teacher or TA in KS2 and three times a week in KS1. The children take home a reading book which they choose from a selection of books at their reading ability level and also a library book. Parents are encouraged to hear them read and comment on their progress in the home reading record. Book weeks, reading to a grandparent day and opportunities to meet and listen to authors and poets all help to develop a necessary love of reading.

Phonics in EYFS and KS1 is systematically taught in small groups daily, following the letters and sounds programme. The different phases are taught by teachers and TA's and the children progress through the phases at their own speed. This we believe has contributed to the school's continued success in the year one phonics screening. Our results have been consistently above national and have been particularly strong in 2019. Ensuring that staff have the necessary CPD to effectively deliver these sessions is paramount and so staff training is updated regularly. In addition, so that parents can better support their children with reading Langton hosts an annual phonics session with the opportunity to look at the resources used in class and to speak to staff members who deliver phonics.

Marking/Feedback – English books are marked where possible during a lesson, and verbal feedback and next steps are given at the time to address any misconceptions. This enables children to be moved on

quickly in their learning. The books are checked regularly to ensure consistency across the school and that the work is engaging and accessible for all abilities. Moderation is organised regularly with in cluster primary groups to ensure that standards are in line with or above other schools in the county.

Assessment – Summative assessment is rigorous and used effectively to inform planning. Children complete baseline assessments at the beginning of each academic year so that teachers can identify gaps in knowledge which can be quickly addressed. Termly Rising Stars reading assessments are given to the children to measure their progress. Grammar is assessed using assertive mentoring and writing is assessed by the class teachers against the yearly objectives and regularly at moderation evenings in our school clusters. Formative assessment is carried out by teachers during lessons on a daily basis and is then used to inform and adapt future planning for the needs of the class.

Resources – There is a good range of guided reading texts for both key stage 1 and 2 as well as free reading books and a well-appointed library. All the children have log in details for phonics bug and teachers update each child's reading material as they complete each level. Teachers and TA's have made resources to support their phonics teaching in addition to board games, flash cards and interactive resources that are available. Word mats and support for grammar are provided in each class and Schofield & Sims Grammar & Punctuation workbooks are provided for each child in the school and comprehension workbooks are provided for EYFS- year 4 children to support and consolidate work covered in class.

CPD – The CPD is tailored to individual needs and is highly effective because all teachers and TA's share the information they have been given at a training course. As a staff, it is decided how and what we should implement from the training, so that all staff members are on board. This year the English lead attended a three day course on Communication and language in the early years to ensure that the EYFS pupils are in line with national or above to reach the ELG or exceeding in speaking and writing goals. This has led to a club for year 5 and 6 children to design story boxes to support communication and the planning of a story session for children in EYFS.

Parental Support – Parents are encouraged to support their children as much as possible with English. Children have reading books which are changed regularly and parents are asked to write any comments about their child's reading in their reading record. Spellings are given weekly for the children to practise for their weekly tests. English homework is set every 4 weeks in reception to year 4 and then weekly in years 5 and 6. Teachers give parents information and resources to assist the children and arrange additional meetings with parents where necessary.

Governors – The link governor for English is Christine Gilkes. The English lead meets with her at least termly and she attends the English staff meetings in addition to any English staff development. She has also conducted English learning walks with the English lead including one to monitor the development of communication and language from EYFS to Y6 in addition to book scrutinies. She has observed our daily group phonics sessions in key stage 1.

Events- The children are encouraged to take part in extra English activities to encourage a love of books and to practise communication and public speaking. This year we have had a Roald Dahl Week, Grandparents Reading Day and a Book Fayre. EYFS and KS1 took part in an English workshop, The Story Orchestra: Four Seasons In One Day and KS2 attended an Author Event: Cressida Cowell. We took part in KS2 Poetry Workshop- an interactive poetry workshop with Wes Magee, and in the afternoon, our chosen representatives took part in the Grand Final of the P-Factor 2018, which Langton won for a second year. We have also celebrated Book Week and taken part in the debating competition.

Questions for staff for a new English policy for autumn 2019

Handwriting-

How often should it be taught?

When should friction pens be used?

what should determine the use of pen rather than pencil?

Guided Reading in KS2 – in groups or with a quality text as a class lesson?

Grammar?

How much evidence of practising a genre should be in topic books?

Assessment

Long term planning for English to be in line with Corner Stones curriculum planning?