

Boutcher C of E Primary School Subject Stories

English



Intent

At Boutcher we believe the exposure of children's literature is vital as a rich context for learning and therefore, we feature books at the heart of our English curriculum. In providing children with a rich and diverse range of texts, we aim to encourage curiosity and support children in developing culturally, emotionally and socially.

Together, we aim to instil a love of English and intend that all children will leave Boutcher with the skills necessary to participate actively and successfully in the next stage of their education and in the wider world. We believe that children should be able to communicate effectively and articulate their opinions, to respond thoughtfully to the ideas of others and to write clearly for a range of purposes and audiences. We aim to provide a range of experiences to do this: through drama, debate and immersion in an enriched and stimulating English Curriculum across all subjects.

We aim for children:

- to read fluently and with confidence in any subject so that they are ready for the next stage in their learning;
- to increase their word-wealth through the teaching of Tier Two vocabulary, which will enable them to confidently access more academic writing as they progress through their education;
- to develop an appreciation of rich, varied and diverse texts;
- to write clearly, accurately and cohesively, adapting their language and style for a range of contexts, purposes and audiences;
- to be competent in the arts of speaking and listening, making formal presentations and participating in discussion, drama and debates.

Implementation

Reading

High quality texts are at the core of our teaching of reading. From Reception upwards, whole-class reading lessons (shared or guided reading) allow for all children to develop a deep understanding of a range of texts. The lesson structure also gives children the opportunity to hear good examples of reading aloud from adults and to read aloud themselves, developing decoding skills, intonation and expression and child led dialogue, which is an important element of these lessons. From Year One upwards, children complete tasks in their read and respond journals in response to what they have read, which further develops skills of the Key Stage One and Key Stage Two content domain.

As a subscriber school to *The Literary Curriculum*, we use their 'Literary Leaves' to teach from, which provide complete coverage of the content domains. Where a book has been selected that is not from *The Literary Curriculum*, the same teaching methods and activities are adopted and coverage of the content domains areas are evidenced in curriculum coverage grids.

For information on early reading, please refer to the Phonics and Early Reading policy.

Writing

In order to meet the objectives of the National Curriculum and to ensure that children are inspired and have a meaningful purpose to write, we take a book-based approach to the teaching of English using high quality texts. Texts are carefully chosen and used as a starting point for their writing. Working alongside *The Literary Curriculum*, we have developed a programme of texts from Reception through to Year Six, which include a range of genres and topics and provides authentic opportunities to write for a range of purposes, audiences and styles. Planning sequences are adapted and personalised to ensure all access arrangements can be made to support children with the requirements and they allow for the development of spoken language through debates, drama and discussion using the issues raised through, and within, the text.

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.

Impact
Key Stage One

KS1 READING	2022	2023
Achieving Expected Standard+	63%	69%
Achieving Working At Greater Depth Standard	10%	19%

KS1 WRITING	2022	2023
Achieving Expected Standard+	63%	72%
Achieving Working At Greater Depth Standard	7%	13%

Key Stage Two

KS2 READING	2022	2023
Achieving Expected Standard+	94%	96%
Achieving Working At Greater Depth Standard	26%	30%

KS2 WRITING	2022	2023
Achieving Expected Standard+	87%	89%
Achieving Working At Greater Depth Standard	35%	22%

What can I expect to see in a reading lesson at Boutcher?

- high-quality texts used and a range of fiction, non-fiction and poetry across each year group
- texts in which children feel represented and valued
- adults reading aloud to children to demonstrate fluency, intonation and expression
- opportunities for children to read aloud to develop their own fluency, intonation and expression
- development of reading skills through paired and whole-class discussion
- teachers modelling responses to reading activities
- development of reading skills through the recording of answers in read and respond journals

What can I expect to see in a writing lesson at Boutcher?

- high-quality texts to inspire a range of purposeful written outcomes
- vocab/working walls used effectively to support learning and develop language, particularly Tier Two
- children engaged in meaningful activities including drama, debate, discussion and skills practice
- teachers modelling skills in extended writing and demonstrating good subject knowledge
- opportunities for children to practise using and applying new skills
- opportunities in KS2 for children to edit and/or peer assess their writing

How does Boutcher promote a broad and balanced English curriculum?

We feel strongly that our children receive a broad, balanced, inclusive and diverse curriculum. Within the subject of English, we aim for all children to see a reflection of themselves and feel represented and valued through the books studied in class and those which they can choose more freely. Our aim is to represent not only the modern Britain that we live in, but our diverse school community too. We want children to enjoy stories which mirror their own culture and in turn, help build identity.

In Years Five and Six, children take part in a weekly *Topical Talk* lesson. Each half term, children explore a different 'project' in the news, which addresses important social and political questions and presents different perspectives and ideas. *Topical Talk* helps to develop news literacy and the following skills:



Examples of outstanding learning



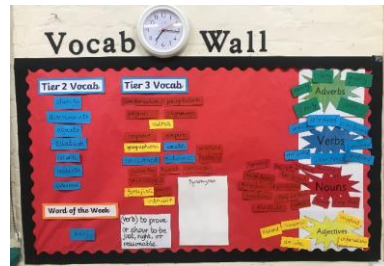
Drama Lessons

Year Two children enjoying their weekly drama lesson.



Topical Talk

Here is a virtual visit from The *Topical Talk* team. This year, we were awarded with 'Outstanding School' and two pupils with 'outstanding student'.



Vocabulary

The teaching of Tier Two vocabulary to bridge the vocabulary gap.



Purposeful Writing

English lessons are exciting and children are given a purpose for their writing. Here, Year Six are in character for their work on 'The Arrival'.

What voice do pupils have?

The whole class laughed because Halibut Jackson had the wrong clothes on! We wrote to Halibut's friend because he wanted to learn how to be confident so we said what he should do to help him. (Reception)

When my teacher reads to us, he does the expressions which make it fun to listen to. I loved *Fire Fire* because it told me real facts about The Great Fire of London but the made-up character could have lived during the fire too. This has been my favourite book this year. (Year 2)

In guided reading, I enjoyed reading 'Overheard in the Tower Block' because we could find metaphors to see how the author had described things. I liked how the author said, '*it was a zombie of a block*'. I really liked it when we were making poems about Odd in our English book when he was looking into the magic pool. We wrote it in stanzas at first then we copied it onto a spiral which went round and round. (Year 4)

I enjoy word of the week each Monday and our class display reminds me of what our previous words were. I find it useful because there are some words which I have never heard of or used before, for example, 'context'. I push myself to use these words when they're "in the right context". Word of the week has definitely expanded my vocabulary. (Year 6)

How do children's skills progress?

Reading Skills– Word Reading						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Application of phonics	Apply phonics knowledge as route to decode words, read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; at least up to phase 5. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught in an	Applies phonic knowledge and skills consistently to consistently decode age appropriate texts quickly and accurately. Recognises and effortlessly decodes alternative sounds for graphemes. Sounds out all unfamiliar words accurately (within age appropriate range)	Reads fluently to decode most words in age-related texts, pausing only to ensure the correct pronunciation is being used.	Automatic decoding is established to read a range of age appropriate texts.		
Word recognition	Recognises and reads at least 50 common exception words.	Reads all common exception words	Recognises some common suffixes and root words and uses this knowledge to read new words.	Beginning to use their growing knowledge of prefixes, suffixes and root words to read and determine meaning from new words.	Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as taught so far from Appendix 1	Determines the meaning of all new words by applying knowledge of the root words, prefixes and suffixes as taught from (Appendix 1) as well as context.
Other strategies/spelling links	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Reads words of more than one syllable that contain taught GPCs.	Read accurately most words of three or more syllables Reads most words with common suffixes	Recognises and effortlessly decodes words of two or more syllables and words with common suffixes and root words	When reading aloud, can read fluently and accurately without undue hesitation all words from the national curriculum year 3- and 4-word list.	When reading aloud, can read fluently and accurately without undue hesitation most words from the national curriculum year 5- and 6- word list.	When reading aloud, can read fluently and accurately - without undue hesitation - all words from the national curriculum year 5- and 6- word list.

An example of skills progression of the content domain areas in reading. Progression grids are also available for composition, punctuation, grammar and transcription. These progression grids show end-of-year expectations for children working at the expected standard.

What successes were there in the last few academic years?

- teachers attended CPD with *The Literacy Curriculum* and were eager to apply learning in the classroom
- Years Five and Six awarded with 'Outstanding School' for their contributions to the Burnet News Club (now Topical Talk) and two individual children individually awarded with 'Outstanding Student'.
- enrichment activities to promote reading for pleasure, which included:
 - author visits to the school
 - Topical talk visits and festivals
 - World Book Day celebrations
 - Library club each morning before school for KS2 classes
 - child librarians chosen as reading role models 'Reading Ambassadors' to help develop our reading for pleasure ethos. These children have been on trips to local libraries and the Discovery Centre in Stratford. The children have led assemblies to promote a love of reading in school and at home.
 - half-termly book vote where all children have the chance to vote for a new library book
 - storytelling sessions led by a professional storyteller, Vanessa Wolfe-Hoyle

What are the priorities for English?

- To continue to develop the scaffolds provided to support all children with accessing the curriculum, providing CPD opportunities and staff INSET to discuss techniques and strategies
- ECT and new teachers to the school to continue to observe experience teachers teaching a range of English lessons across year groups
- To build on the use of SPaG skills in class, at home (KS2 homework) and teachers to implement and review writing interventions with lower attainers
- To identify our children working towards the year group expectation and to provide opportunities for them to close the gap and achieve the year group expectation.