



Caring for Everyone, Learning Together,
Achievement for All

English at Beetham CE Primary School

Intent

At Beetham C.E. Primary School we believe that a quality English curriculum should develop children's ability and confidence to communicate effectively through language whether written or verbal. We aim to encourage a love of reading, writing, speaking and listening. One of our priorities is helping children read and develop comprehension skills in order to fully understand, appreciate and utilise the power of the written word. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts and purposes. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to articulate and explore different opinions and viewpoints to further their learning.

We believe that children need to develop a secure knowledgebase in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

These aims are embedded across our English lessons and the wider curriculum. We provide many purposeful opportunities for reading, writing, speaking and listening. We use a wide variety of high-quality texts and resources to motivate and inspire our children. Teachers also ensure that cross-curricular links with concurrent topic work are woven into their teaching programmes and actively use children's own experiences as learning opportunities such as visits, experience days, events in school and out of school. English skills for a purpose being at the heart of our teaching.

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 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.

Beetham CE Primary has designed its own reading spine of Core Books throughout the school for the youngest children in Nursery all the way through to the oldest in Year 6. This ensures that there is a minimum core of high-quality texts that children become familiar with in their time with us. Teachers employ a wide range of strategies and techniques to ensure English is taught effectively such as: guided reading, shared reading, modelled reading and reading for fluency, a structured Spelling and Phonics programme, structured Grammar lessons as well as 'Talk for Writing' techniques, modelled writing, shared writing and time to write independently for a range of purposes. A cursive, fluent handwriting style is taught throughout school using 'Letterjoin' resources.

Teachers have the freedom to select from these strategies to best suit the age and needs of their mixed age class as year groups move through the school. This is informed by regular assessment both formative (observation, questioning, day to day marking) and summative (NFER in Y1-6, evidence observed for Early Learning Goals in EYFS). Whole school and inter-school moderation are used as a regular tool alongside observations to ensure all teaching staff have a consistent and high-level expectation of what effective English teaching and learning looks like.

At Beetham C E Primary, we identify children who need support in English at an early stage and provide intervention in the most effective and efficient way that we can. We have intervention reading support and are fortunate to have parents, governors and friends of the school who come in regularly to hear children read. Children with specific Literacy difficulties such as dyslexia have specific Support Programmes that often include structured 1:1 sessions with an adult to cater for these particular needs as well as access to the online programmes that can be used both in school and at home. Teachers plan and teach English lessons which are differentiated to the particular needs of each child and this includes children who excel at English and need that extra challenge to move beyond the 'expected standard' and into 'greater depth'. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

We run parent information sessions to support parents with English. These include sessions on phonics and reading and preparing for SATs so that they understand age-related expectations. These sessions are well attended by parents and carers who often comment about how helpful the sessions have been for them. We ensure childcare is provided for after school/evening meetings so no family is disadvantaged due to childcare needs. In addition, we hold twice-yearly meetings with parents on a 1:1 basis with their child's teacher(s). These meetings are extremely well attended and provide useful dialogue.

Whilst following our school marking and feedback policy, marking in English is designed to be a vehicle to move the child's learning in an age-appropriate way. It may take many forms such as more verbal immediate feedback and written summative statements in EYFS all the way through to longer feedback involving written stars and wands along with other symbols as

detailed in our marking policy in Y5/6. Children are encouraged wherever possible to respond independently to feedback in order to make improvements to their work/understanding.

We love to celebrate success of all learners and strive to help all children achieve their goals. English is celebrated in classrooms, in Celebration Assemblies and around school at Beetham CE Primary, where our bright and colourful displays celebrate children's English achievements and love of books. In addition, throughout the school year our English curriculum is enhanced through World Book Day, drama opportunities through clubs and nativities as well as an annual school performance written by staff, to a range of trips and visits which enrich and complement children's learning. Every child has a reading record book to encourage children to read regularly at home and share their successes and thoughts about reading.

Impact

Termly assessment is showing that most children at Beetham CE Primary are making good progress and achieving in English at age-related expectations. Some children achieve at a greater depth in reading and writing at the end of both KS1 and KS2.

All aspects of English are an integral part of the curriculum, cross curricular writing standards have improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives.

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in EYFS and in both key stages, children are becoming more confident writers and by the time they leave Key Stage 2 they show the ability to write effectively for a wide range of purposes.

They show confidence during speaking and listening activities whether this is presenting a performance, debating at Pupil Parliament or standing up at an early age to tell parents and carers what they have enjoyed learning that week in our weekly Celebration Assemblies.

Books and a love of reading permeates the school through everyday learning experiences to wider cross-curricular events such as our book-themed STEM weeks (e.g. designing a tortoise grabber inspired by Esio Trot).

We hope that as children move on from Beetham CE Primary to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.