



WESTFIELD PRIMARY SCHOOL

2024/2025

English Subject Report

Subject	English	Date	July 2025
Report prepared by	Jo Phillips		
Overview of the year: September 2024 - July 2025			
<p>Children arrive at Westfield in YR from many different nurseries with some having no pre-school nursery experience/attendance: our entry attainment for communication and language is lower than average. We believe that reading underpins every part of our curriculum. Children share texts every day, in every class across the school, in many areas of the curriculum.</p> <p>At Westfield Primary School, we understand the importance of developing talk to underpin outstanding writing and in our lessons, opportunities to talk in pairs and small groups are key to developing each piece of writing. In addition, we believe it is vitally important that children have good models for their writing, in order that that they understand what it is they are being asked to achieve. Children are exposed to a range of texts, broadening from fairy tales and nursery rhymes in EYFS to newspaper articles, reports, playscripts and many more in Key Stage 2. When writing, the children are taught to write for a range of purposes. Children are encouraged to "magpie" vocabulary, sentence structure and style from the modelled writing, in order that their own writing style develops and progresses as they are exposed to an ever greater range of texts.</p> <p>Reading happens daily across the school - whether it is in Phonics sessions, English lessons, whole class, or 1:1 reading sessions, or within the wider curriculum.</p> <p>Shared writing is an important learning opportunity to enable children to understand the process of writing. Teachers at Westfield Primary School regularly model the writing process, demonstrating how to select precise vocabulary, when to use particular punctuation and what to consider when trying to spell a word correctly. We work through a process of scaffolding and heavily supporting the pupils at the beginning of a unit, and adapting the work so that all pupils can access the learning and be successful. Over the course of the unit, the support and scaffolds will be reduced as the children work towards independence. Shared writing also allows an opportunity to model editing work, checking for sense and redrafting.</p> <p>The writing cycle is split into 3 weeks: Imitate- Children learn and rewrite a model text focussing on a key writing skill. Eg A model text with a range of fronted adverbials Innovate- Children change parts of the model text using what they have learnt. Invent- Children use what they have learnt across the 3 weeks to invent their own writing based on the initial model text</p>			
Curriculum: Intent, implementation, Impact			
<p><u>Intent</u></p> <p><u>Reading</u></p> <ul style="list-style-type: none"> • To continue to develop a love of reading across the school • To continue to embed high quality texts that engage and support writing • To build on vocabulary and experiences for all our pupils • To ensure our early readers have a strong start to reading throughout SSP • To develop fluency and understanding so all pupils are able to access the wider curriculum <p><u>Writing</u></p> <ul style="list-style-type: none"> • To continue to diminish the difference for disadvantaged pupils (DAP) so that they make better than expected progress to enable them to reach expected outcomes. • To continue to embed our 3 week cycle for writing • To continue to embed our new curriculum, to ensure progression <p><u>Implementation</u></p>			

- CPD on up levelling writing/ reading - Termly staff meetings/ TWILIGHTS x8
- Continue to embed RWI phonics in KS1 and Fresh start in KS2
- Handwriting training
- Handwriting workbooks purchased - raising expectations for KS1
- Handwriting rewards handed to pupils
- Reading books linked to phonics sounds used in EYFS and KS1
- Book week/ Writing week/ Creative curriculum week
- High quality texts, used in the classroom, chosen to develop wider vocabulary
- Book displays around the school linked to class text- writing link
- Author visits- Book week 2024
- Perform workshops for KS1
- Marking policy to enable teachers to focus on the quality of assessing writing using the formative assessment function on Arbor
- VIPERS/ Cracking comprehension whole class reading is taught 4 times a week in KS2
- Fred's Teaching resources used to develop fluency
- Whole class reading and questioning through RWI in EYFS/ KS1
- Read around the world incentive - prizes awarded in celebration assembly
- Book vending machine to celebrate children's efforts in school
- Delight Project for Year 3 - developing vocabulary, speaking, listening and writing skills
- Let's read for Year 2 pupils
- Teachers sharing their favourite books
- Teachers reading a shared text daily
- Production visits - Panto and Pied Piper company
- Learning journeys show progression of writing units and address key vocabulary
- Reading volunteers

Impact

- Writing is linked to high quality texts which ensures children are exposed to rich vocabulary and use this in their on writing.
- Children are engaged with their writing
- Pupil voice questionnaire shows children enjoy their writing activities
- Children's outcomes in RWI phonics screening at 81.8%
- Children reading regularly so their planes move around the world
- Children exposed to more vocabulary which in turn is used in their writing.
- Writing data is increasing 72% at end of Year 6

Next steps:

- Continue to audit the impact RWI in EYFS and KS1 and its delivery
- Continue to embed writing moderation so that all teachers understand the expectations for their year group
- Quality assurance - observing how literacy is delivered across the school, book looks, reading folders (Termly)
- Monitor the delivery of handwriting across the school and use of handwriting lined books. (termly)
- Continue to evaluate and develop the effectiveness of GPS and how this can be more focussed linked to the SDP (termly)
- QA books for progression and consistency of lessons and high-quality teaching.

5 Key messages of the year:

What Performance Information is monitored? What are the 3 questions are you considering for future developments?

Reading- High quality texts are being used during whole class reading sessions to expose children to a variety of rich vocabulary and themes.

Writing- Texts linked to topics are being used as a foundation for children to write their own high quality writing using 'Imitate, Innovate, Invent' as a scaffold.

Phonics- RWI phonics is embedded in EYFS and KS1. Staff will continue to deliver high quality phonics lessons.

Developing Vocabulary- Pre teaching vocabulary through reading and writing. Using knowledge organisers, etymology, thesaurus to develop vocabulary knowledge

Use of technology - Use of technology to motivate and support learners, ie Lumio, Seesaw and Google Docs; use of AI to support teachers when planning and resourcing lessons

Teacher assessment in Reading, Writing and Grammar
 NTS test- Reading
 GAPS test- Grammar, Punctuation and Spelling

Key Questions:
 How can we ensure children are able to read fluently, so that can understand the text easier?
 -How can we ensure accurate spelling is embedded in writing?
 -How can we further support those children not reaching expected standard in Writing, Reading or SPAG?
 -How can we further support those with SEND or who are Pupil Premium?
 - How can we ensure the children are forming letters so that the physical act of writing is not hindering them?

What is progress like within this subject?

How much funding did you receive this year and what was it spent on?

Summer 2022 progress measures:

Reading
 All pupils:

Group	Percentage
1	70.9%
2	67.9%
3	57.6%
4	60.7%
5	75.0%
6	77.8%

Writing
 All pupils:

Group	Percentage
1	65.5%
2	60.7%
3	55.9%
4	64.3%
5	63.3%
6	72.2%

Whole School Data

Reading		
Below Expected Reading Summer Term 31.2% Up by 11.2% compared to Spring Term	Reading TA Exp+ Summer Term 68.2% Up by 68.2% compared to Spring Term	Reading TA GD Summer Term 26.8% Up by 26.8% compared to Spring Term
Reading test 100+ Summer Term 64.4% Up by 64.4% compared to Spring Term	Reading test 115+ Summer Term 26.5% Up by 26.5% compared to Spring Term	Reading test below 100 Summer Term 33.8% Up by 33.8% compared to Spring Term
Writing		
Below Expected Writing Summer Term 35.9% Up by 35.9% compared to Spring Term	Writing Exp+ Summer Term 63.5% Up by 63.5% compared to Spring Term	Writing GD Summer Term 8.8% Up by 8.8% compared to Spring Term

Whole class texts for classes
 Book banded books
 Author visits
 Workshops
 RWI training online subscription
 RWI resources for new staff- flash cards, books etc
 Handwriting lined flipchart paper
 Incentives for reading around the world and vending machine
 High quality texts for more able children in UKS2
 Workbooks RWI Spelling and Nelson Handwriting
 Fred's Fluency subscription

<p>How does your subject area help to further develop SMSC (Learning for Life) in and around the school?</p>	<p>How are Fundamental British Values promoted within your subject?</p>
<ul style="list-style-type: none"> • Spiritual: Children are provided with opportunities to extract meaning beyond the literal, while engaging with ideas in fiction, non-fiction, poetry and drama. • Moral: Children learn morals through the texts that they read and write, e.g. fables. They also have to think about the messages the give to their audience when writing. • Social: Pupils are always given the opportunity to support each other and work together. They magpie from each other and understand that working together improves the quality of ideas produced. • Cultural: Pupils learn about, and explore through texts from, other cultures and times Children are also exposed to books which contain the protected characteristics. 	<ul style="list-style-type: none"> -By encouraging further tolerance and harmony between different cultural traditions by helping them to experience texts/stories from other cultures. - By encouraging respect for other people in the lessons and drawing attention to this in the texts they read. - By helping children to distinguish right from wrong in texts. - By encouraging children to develop and communicate their own opinions and justify their thought process.
<p>If you could change/ develop one thing in this area what would it be and why?</p>	<p>What will be the three key resources you will be bidding for this year and why?</p>
<p>Children being able to apply their knowledge of spelling, grammar and sentence structure within independent writing</p>	<ol style="list-style-type: none"> 1. Quality texts 2. Author visits 3. English support resources
<p>Subject Web: Why do we teach what we teach?</p> <p>Every child is entitled to a broad and balanced curriculum. We aim to provide the highest quality of education for all our children, in an environment that is challenging, motivating, disciplined, caring and moral, where children can acquire the skills and knowledge appropriate to their individual needs through the delivery of a creative English curriculum. This provides opportunities for individuals to acquire knowledge, skills and understanding; promote the spiritual, moral, cultural and mental development of our pupils; and prepare pupils for the opportunities, responsibilities and experiences of adult life. Through our pledge we promise a range of exciting learning and life experiences in English throughout Westfield.</p> <p>6 key skills:</p> <ol style="list-style-type: none"> 1. Spelling 2. Grammar 3. Punctuation 4. Transcription 5. Composition 6. Writing stamina <p>How do you ensure every skill is taught within your subject?</p> <p>There is a clear skills progression document and Curriculum Overview and rationale (based on the National Curriculum) that ensures knowledge and understanding required is covered, alongside the necessary skills development.</p> <p>Quality Assurance provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge.</p> <p>Topics taught across each year group:</p>	

Year	Autumn	Spring	Summer
R	Magical Marvellous Me / Space	Fairy Tales / Farmer Duck	Safari & Jungles / The Very Hungry Caterpillar
1	Once upon a time	Dinosaurs	Kings and Queens
2	Superheroes	All around the world	Cracking Contraptions
3	Ancient Egyptians	Dragons	Tudors
4	Stone Age	What a wonderful world	Romans
5	Victorians	Destination: Outer Space!	Island invasion
6	World at War	Greeks	On top of the world

Overview and Rationale for curriculum organisation ensures statutory content for skills and knowledge is covered.

5 lessons a week allows for 5 hours of dedicated English teaching

Grammar sessions taught daily for 15 minutes allows for 1 hr 15 minutes of Grammar teaching (KS2 only)

Spelling sessions taught daily for 15 minutes allows for 1 hr 15 minutes (KS2 only)

Whole class reading is taught in KS2 4 times a week with opportunities for reading for pleasure

RWI phonics and reading sessions are daily for 30 -40 minutes a day

Describe what a good learner of this subject looks like when they leave Westfield Primary School?

Writing

Someone who is a confident writer and is able to write effectively in a range of genres with a sound understanding of purpose and audience to equip them for real life situations later in life. They would write in standard English with a secure understanding of grammatical features in writing. We would expect them independently to be able to reflect on their writing and show the ability to edit and improve their writing with resilience. It is also important that children leave our school with a flair for English; showing a creative flair that they can apply to other subjects too.

What are the 7 key components of a good learner in your subject?

1. Resilience
2. Stamina for writing
3. Reflective- learning from mistakes (editing and improving)
4. Independence - taking charge of their learning
5. Practise their skills
6. Using what they already know to support their writing
7. Developing an enjoyment for writing

Reading

For reading, we would like children to leave with the understanding of what makes a book enjoyable to them; to feel a sense of pride and accomplishment when they have finished a book; to be able to recommend books and explain their reasons why and to be able to identify books that they have studied within their time at Westfield.

What are the 7 key components of a good learner in your subject?

1. Using inference skills to infer and deduce from the text
2. Make predictions based on previous knowledge and the world around them
3. Use and develop expression when reading
4. Retrieve key information through rereading and scanning a text
5. Explain and Summarise what they have read in detail
6. Read with fluency and pace
7. Developing a love and enjoyment for reading by reading a variety of texts

**What does Fast Feedback look like in your subject?
How do you know this has been effective for children's progress?**

Evidence of children self-correcting their work and re-drafting, if appropriate.

Evidence of fast feedback policy in place in which pupils' work is seen to improve as a result.



Reading folders monitor progress in Reading

Weekly spelling test

Bug club reading assessments

Peer marking and self-marking

Fast feedback

Conferencing is seen with a stamp in children's books at least once a week

Reading NTS tests termly

GPS test termly

Is your subject an SDP priority? Yes

1. Writing - to increase pupil outcomes in writing, so that combined outcomes are positively impacted (broadly in line with national)

Has there been school training and / or development related to your subject / specific SDP objectives? Have you taken part in any individual research?

SAfE moderator training - moderated for SCC this year

NPQLL Course completed

Twilights for spelling and grammar skills

Led moderation for Key Marginals in school

Pedagogy regarding the impact of reading on children's memories

What has been the impact of this on the children and staff?

Staff are delivering more structured writing lessons in which they scaffold and support children with sentence structure and vocabulary choice. This is seen through shared, whole class and guided writing. Children are becoming more resilient and writing for longer amounts of time.

Children's handwriting is becoming neater through the use of the new handwriting books.

Subject Folder (stored electronically) holds any information pertaining to QAs, subject networks, informal networks, moderation, training PowerPoints etc), research activities.

Learning walk QA

Reading folders QA

Planning QA

Literacy books QA

RWI development day

SAFE English network meeting x 3

Quality assurance is undertaken regularly to ensure consistency across year groups. Monitoring of planning has shown that staff are following our policies and that the children are experiencing a variety of well taught literacy lessons which link to their class text and the skills are being taught to suit the needs of the pupils.