



**WESTFIELD PRIMARY SCHOOL**

**2022/2023**

**English Subject Report**

Subject	English	Date	September 2022
Report prepared by	Eloise Liddiard and Claire Lee		
Overview of the year: September 2022 - July 2023			
<p>Children arrive at Westfield in YR from many different nurseries with some having no pre-school nursery experience/attendance. Due to the high level (higher than national average) level of disadvantage, our entry attainment for communication and language is lower than average. Clearly identifies % who haven't passed Phonics in Yr 1 and also Yr 2.</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 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. 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>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. 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:</p> <p>Imitate- Children learn and rewrite a model text focussing on a key writing skill. Eg A model text with a range of fronted adverbials</p> <p>Innovate- Children change parts of the model text using what they have learnt.</p> <p>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			
<u>Intent</u>			
<u>Reading</u>			
<ul style="list-style-type: none"><li>• To continue to develop a love of reading across the school</li><li>• To continue to embed high quality texts that engage and support writing</li><li>• To build on vocabulary and experiences for all our pupils</li><li>• To ensure our early readers have a strong start to reading throughout SSP</li><li>• To develop fluency and understanding so all pupils are able to access the wider curriculum</li></ul>			
<u>Writing</u>			
<ul style="list-style-type: none"><li>• 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.</li><li>• To continue to develop cross-curricular links between English and Creative Curriculum, so that the standard of writing in foundation subjects is consistent with English lessons and all children understand the expectations.</li><li>• To continue to embed whole school resources and interventions, for example Bug Club, a reading shed, RWI spelling and Cracking Comprehension.</li></ul>			

- Develop consistency across the schools within team and reflect on long term planning to ensure sequences are established throughout the year.

## **Implementation**

- CPD on up levelling writing/ reading - Termly staff meetings/ TWILIGHTS x8
- Continue to embed RWI phonics in KS1 and Fresh start in KS2
- Dyslexia training (INSET) with an outside provider
- Handwriting training
- 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 2022
- Perform workshops for KS1
- Marking policy to enable teachers to focus on the quality of assessing writing using the formative assessment function on ScholarPack
- VIPERS/ Cracking comprehension whole class reading is taught 4 times a week in KS2
- Whole class reading and questioning through RWI in EYFS/ KS1
- Bug club/ Oxford Owl used as extra reading opportunities for all pupils when reading at home
- Read around the world incentive
- Book vending machine to celebrate children's efforts in school
- Delight Shakespeare for Year 4 - developing vocabulary, speaking and listening skills
- Lets 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

## **Impact**

- Gap closing between DAP and rest of year group- making progress in intervention programs
- 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
- Children's outcomes in RWI phonics screening at 75% for 2021/2022 (Year 1)
- children reading more regularly so their planes move around the world
- Children exposed to more vocabulary which in turn is used in their writing.

## **Next steps:**

- Continue to audit the impact RWI in EYFS and KS1 and its delivery
- Train new staff on RWI and Fresh start
- Continue to embed whole class teaching of VIPERS and continue the whole class approach due to new members of staff joining (Daily)
- 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.	
<b>5 Key messages of the year:</b>	<b>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</b>
<p><b>Reading-</b> High quality texts are being used during whole class reading sessions to expose children to a variety of rich vocabulary and themes.</p> <p><b>Writing-</b> 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.</p> <p><b>Phonics-</b> RWI phonics is embedded in EYFS and KS1. Staff will continue to deliver high quality phonics lessons.</p> <p><b>Developing Vocabulary-</b> Pre teaching vocabulary through reading and writing. Using knowledge organisers, etymology, thesaurus to develop vocabulary knowledge</p> <p><b>Parental engagement-</b> Parents offered Phonics, reading workshops. Parents have access to Seesaw to see children's learning in school.</p>	<p>Teacher assessment in Reading, Writing and Grammar            NTS test- Reading            GAPS test- Grammar, Punctuation and Spelling</p> <p><b>Key Questions:</b>            How can we ensure children are able to answer questions about what they have read in detail?            -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?</p>
<b>What is progress like within this subject?</b>	<b>How much funding did you receive this year and what was it spent on?</b>

Summer 2022 progress measures:

## Reading

All pupils:

Year	Overall from CP6	Overall from BL
1	0.0	5.88
2	6.15	6.15
3	6.02	6.02
4	5.8	5.8
5	6.81	6.81
6	6.4	6.4

## Writing

All pupils:

Year	Overall from CP6	Overall from BL
1	0.0	5.68
2	5.52	5.52
3	5.8	5.8
4	5.93	5.93
5	5.85	5.85
6	6.79	6.79

## Library

Whole class texts for classes

Book banded books

Author visits

Workshops

## English

RWI training online subscription

RWI resources for new staff- flash cards, books etc

Handwriting lined flipchart paper

Write like a Ninja books

**Covid catch up funding** - 1:1 tutoring for pupils falling behind

## Group reading books for various year groups

Oxford Owl subscription

Spelling shed Subscription

Active learn (bug club) subscription

Incentives for reading around the world and vending machine

High quality texts for more able children in UKS2

**How does your subject area help to further develop SMSC (Learning for Life) in and around the school?**

- 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 texts from other cultures.

Children are also exposed o books which contain the protected characteristics.

**How are Fundamental British Values promoted within your subject?**

- 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.

**If you could change/ develop one thing in this area what would it be and why?**

Children being able to apply their knowledge of grammar and sentence structure through stamina for writing.

**What will be the three key resources you will be bidding for this year and why?**

1. Continuing to upgrade reading books across the school
2. Author visits

**Subject Web: Why do we teach what we teach?**

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.

**6 key skills:**

1. Spelling
2. Grammar
3. Punctuation
4. Transcription
5. Composition
6. Writing stamina

**How do you ensure every skill is taught within your subject?**

There is a clear skills progression document and Curriculum Overview and rationale that ensures knowledge and understanding required is covered, alongside the necessary skills development.

Quality Assurance (recorded in Subject Leader files and using SeeSaw, going forward) provides evidence through book looks, photographs and planning, that children are learning skills and not just the topic knowledge.

**Topics taught across each year group:**

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	James and the Giant Peach	Tudors
4	Stone Age	What a wonderful world	Romans
5	Victorians	Destination: Outer Space!	Island invasion
6	WW1	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.

Independent Work

Teacher Assisted Work

I spoke with my teacher and ...

Verbal feedback given

Reading folders monitor progress in Reading

Weekly spelling test

Bug club reading assessments

Peer marking and self marking

Fast feedback

**Is your subject an SDP priority? Yes**

English is a SDP priority.

2. To raise the profile and culture of writing (whilst also continuing to embed a positive reading culture), so that it impacts on pupil outcomes being raised across the school and at least matching 2018/2019 outcomes (78%/-0.8), there was no external data for the academic year 2019/20 or 2020/21) and to continue to accelerate writing progress across the school. Also taking into account the amount of time the school was closed due to the Corona Virus, therefore, any gaps in learning will need to be addressed.

3. To review the Curriculum design to ensure that it is fit for purpose and continue to diminish the difference for disadvantaged pupils (DAP) so that they make better than expected progress to enable them to reach expected outcomes. Due to school closure during the Corona Virus crisis, all staff will need to ensure gaps in learning are assessed and addressed as necessary as part of the COVID catch up plan. No external data was produced for the 2019/20 or 2020/2021 academic year

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

<p>Conferencing is seen with a stamp in children's books at least once a week</p> <p>Reading NTS tests termly</p> <p>GPS test termly</p>	<p><b>8 x TWILIGHT sessions linked to English</b></p> <p>The Write stuff- Modelled writing- Shared Writing- Talk for Writing- Moderation</p> <p>January 2022- Helen Arkell Dyslexia training INSET</p> <p>July 2022- Handwriting INSET</p> <p>Research was undertaken for The Write Stuff and how we can use skills from this in our own Writing.</p> <p>The use of handwriting books for the whole school.</p> <p><b>What has been the impact of this on the children and staff?</b></p> <p>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.</p> <p>Children's handwriting is becoming neater through the use of the new handwriting books.</p>
<p>Subject Folder (stored electronically) holds any information pertaining to QAs, subject networks, informal networks, moderation, training PowerPoints etc), research activities.</p> <p><b>July 2022</b></p> <p>Weekly writing lesson observations with SLT (Autumn term)</p> <p>Weekly reading lesson observations with SLT (Autumn term)</p> <p>Learning walk QA</p> <p>Reading folders QA</p> <p>Planning QA</p> <p>Literacy books QA</p> <p>RWI development day</p> <p>SAFE English network meeting x 3</p> <p>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.</p>	