

English statement of intent

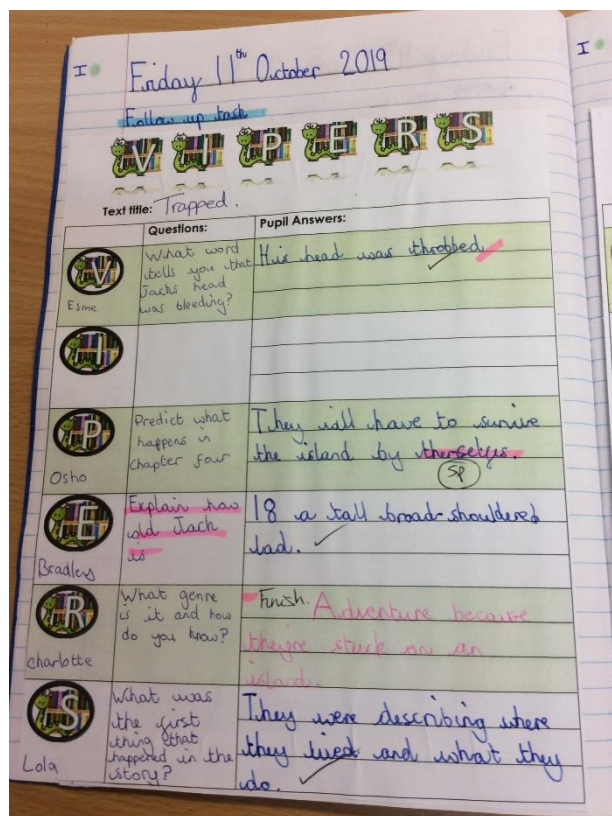
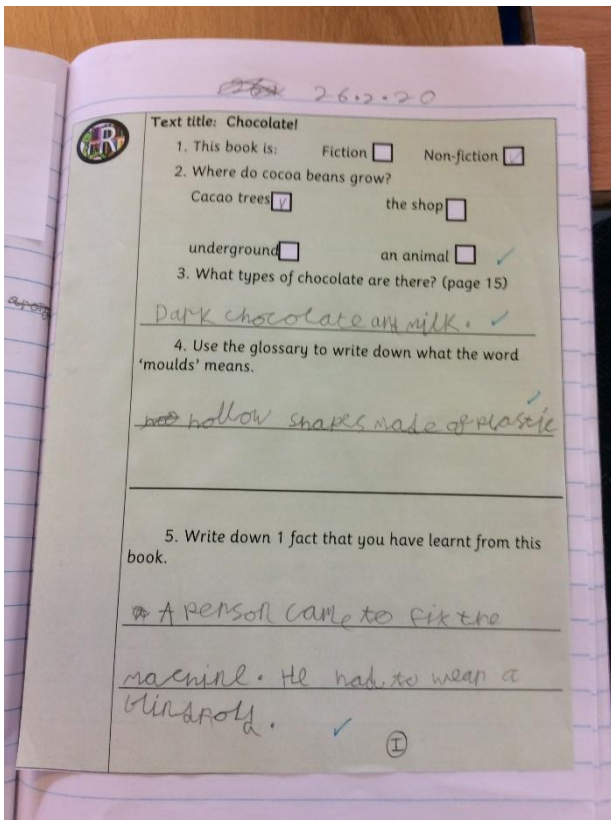
We believe that skills in speaking, listening, reading and writing are essential to everyday life. It is vital that children develop well in all of these areas during their time in primary education as it provides them with a strong set of skills as they move into secondary school. The English opportunities we provide, enable the children to express themselves creatively and effectively.

How do we teach reading at Churcham and Ashleworth C of E Primary School?

Our school values reading, and teaching staff encourage the children to apply their reading skills as they work across the curriculum. Children are encouraged to read regularly at home and are praised for reading to their parents/carers at home. We follow the 'Little Wandle' phonics programme and all children across EYFS and KS1 receive daily phonics sessions. Children in KS2 also access 'Little Wandle' daily phonics lessons if they are not yet secure with their phonics. 'Little Wandle' is a systematic and synthetic phonics programme. Children are encouraged to sound words out to help them read words, but they are also encouraged to develop their ability to read words from sight and to read fluently with expression.

Children in EYFS/KS1 read in a group situation three times a week. Group reading enables children to improve their reading skills and comprehension skills in a small group situation. Group reading allows children to also develop their ability to discuss a text with others in the group. Throughout our group reading sessions, children develop a range of reading skills through the use of 'VIPERS'. In addition to the group reading sessions, we have trained volunteers/members of staff that listen to readers that we are targeting for more support/challenge.

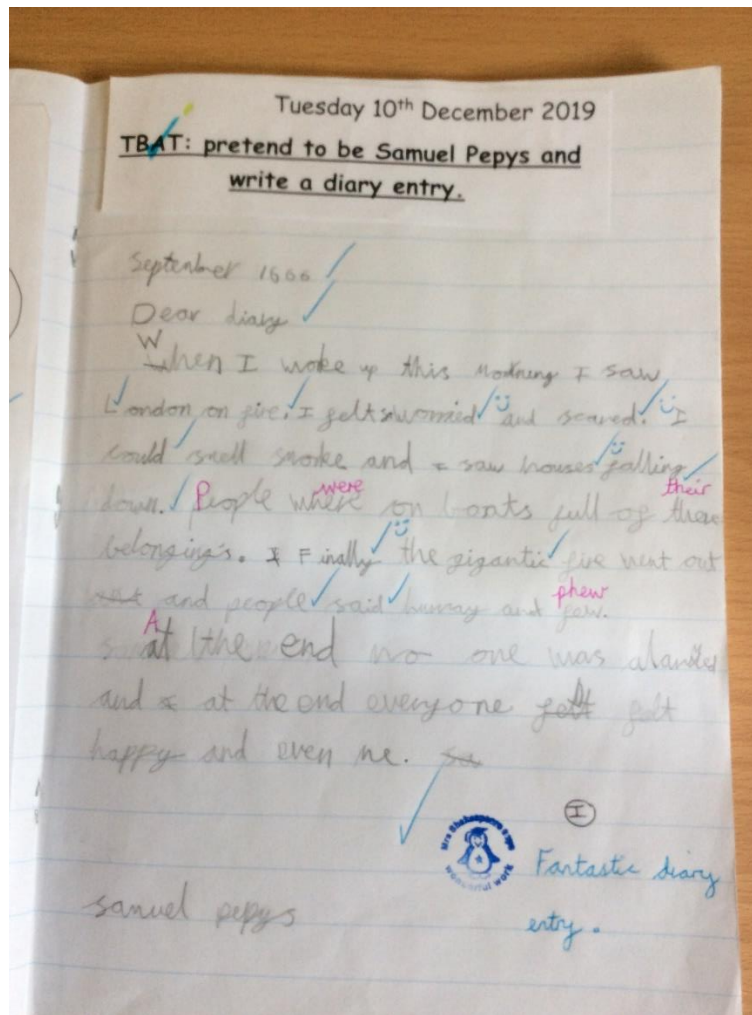
Example of KS1 and KS2 guided reading follow up tasks (based on the VIPERS):



How do we teach writing at Churcham and Ashleworth C of E Primary School?

At both schools, we use the principles of 'Talk for Writing' (TFW) to immerse the children in the language, structure and features they will need to become effective writers. We use drama techniques, story maps and play word/language games to help develop the children's confidence as writers. We value the importance of the children learning in an active/creative way and where appropriate, we make links to the topic.

Example of writing linking in with the topic of 'famous people':

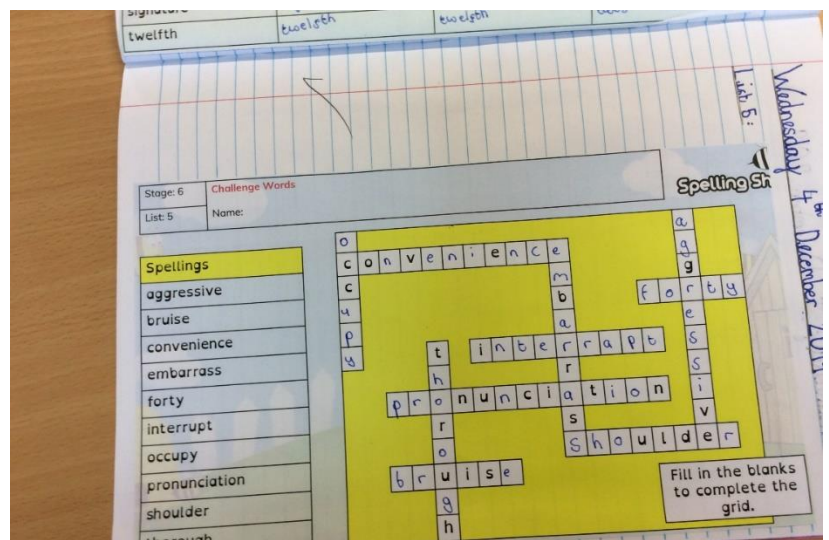
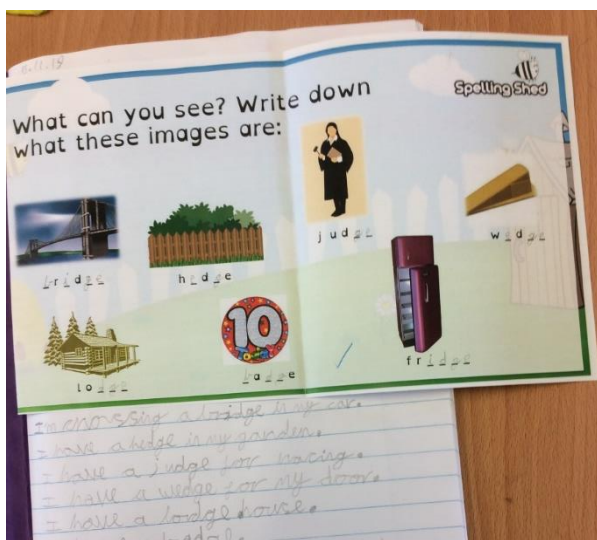


At Churcham and Ashleworth C of E Primary School, we also value the importance of teaching children essential English skills (such as spelling, grammar, handwriting and using correct punctuation). These skills are taught discretely but teachers will make links between these skills in the current English work/across the curriculum.

Spellings:

Children are given spellings that are appropriate to their age expectation and we may adapt these to suit the needs of the individual child. We follow the 'Spelling Shed' planning scheme and this ensures that children are following a clear progression with their spellings and resources from this scheme are selected by the teacher to support the children's understanding of the spelling rules. Furthermore, children explore spelling patterns through weekly spelling sessions and are taught to use dictionaries to help them understand the meaning of new words. The SENCO provides specific spelling lists/activities to those individuals that need more support with this area. Class teachers award a trophy to a 'Spelling Champion' at the end of every term.

Example of spelling tasks set:



Handwriting:

In Reception, children are taught how to print as they form their letters. From Year 1, children then progress onto learning how to write using the cursive handwriting style and this enables children to then join their letters effectively.

Our English working walls

In our classrooms, we have an English working wall. These display the current learning/focus in English and they also display the next steps and signal what the writing is building towards. We include examples of the children's work on the working wall. In addition to this, we display our recent TFW work that we have carried out. We have 'words of the week' displayed on the working wall and children are exposed to these throughout the week. They are encouraged to use these words of the week in their own writing.

How do we assess English?

We assess English on a daily basis through teacher's marking and children's self-evaluation. This information is then used to plan the subsequent lesson to ensure every child's needs are built on and met. Children have self-assessment sheets in the front of their English books and these help to guide children with the progress they have made with their writing. These self-assessment sheets are updated every half-term. Children are involved in this process of updating the assessment sheets but teachers also guide the children as they do this. Parents are also informed of their child's progress in writing at parents' evenings and they have the chance to look through the English book.

English is also assessed 3 times a year where teachers update their teacher assessment judgements on 'INSIGHT'. These judgements help to form discussions at our 'Pupil Progress Meetings' and from these assessments/through discussions, we then identify any target children for the next term/share successes/discuss any possible barriers to learning that individual children may be facing.

Reception children are assessed against the Early Learning Goals and these children are also assessed at the end of every term. In September we make a baseline judgement.

Children are assessed at the end of Years 2 and 6 for the end of Key Stage Statutory assessments.