

Intent

English teaching at our school supports our school vision of *inspiring life in all its fullness* through providing teaching that allows all children to flourish creatively and positively with the aim to achieve academic excellence. Our school believes that the teaching and learning of reading is integral for children to access the whole of the National Curriculum. We want to ensure that all children that attend our school build a love of reading, initially through robust, systematic teaching of phonics, before nurturing a culture and environment where children learn to read for pleasure and to support their wider learning. We do this through exposure to and engagement with a broad range of high-quality, challenging and exciting texts across curriculum subjects. Vocabulary acquisition is a key aim; children at our school will develop this through exposure to these rich texts, embracing our rich and varied literary heritage, as well as through discussion. This then feeds into the children's vocabulary choices in writing tasks. The intent of our English curriculum is to for all children in our school to become writers who feel inspired to write creatively, coherently and with purpose. We aim to provide the stepping-stones in grammar that build progressively, so that the children we teach can adapt their writing appropriately for genre, developing their voice as a writer, and with an awareness of the reader. We value the importance of high quality speaking and listening and our enriched curriculum provides a wealth of opportunities for children at our school to grow in confidence in speaking to a range of audiences and developing the skills to listen to others and agree and disagree well. We strive to immerse children with a spectrum of experiences, which enhance their cultural capital whilst celebrating their individuality and our school's rich diversity.



Implementation

- The class teachers with the support of SLT and the English subject leader teach English lessons. English lessons are taught every day, when possible, as it is a key part of the day in school.
- A curriculum map, created by the English subject leader, informs teachers which writing genres to teach according to year group. It maps the progression of text features to ensure teachers are building upon previous learning in specific genres. In addition to this, the maps shows grammar progression that is assigned to specific genres where appropriate, making it clear to teachers what has come before and what will come after to see the learning sequence. Some grammar skills are taught in isolation, e.g. through our News Writing, or through narrative across the academic year.
- In Key Stage 1 and Year 3, children write their 'News' weekly. This is to monitor progress in key writing skills over the year more closely.
- Children are given time in the school day to enjoy reading for pleasure, to listen to adults read in story time and are offered support in their book choosing as they move into and throughout Key Stage 2, when needed. Closer monitoring of the bottom 20% of readers enables teachers to keep track of their progress. Class teachers and teaching assistants read 1:1 with children that require greater support and teachers liaise with parents of those children less engaged in reading to have a team approach around growing the child's love of reading. A pupil premium group, as well as other targeted children, visit Waterstones to buy a new book to encourage reading for pleasure. They are supported in their book choice to ensure it is suitable for their ability.
- Every other year, children visit Waterstones to choose a book for their book corner in school; this is funded by the school 'Friends' fundraising.
- CPD is delivered by SLT and the English subject leader both to teachers and teaching assistants in the school.
- CPD is attended by the English subject leader and fed back to staff in staff meetings and training. Subject leader liaises with other Camden English subject leaders to learn new practice to share with colleagues.
- The English Leader delivers training in grammar, marking and moderation to trainee teachers at SCITT, including an opportunity for them to watch lessons in Year 6 and Reception and work alongside a child on their writing (paused during COVID)



- Wide range of enrichment for children to support teaching. This includes visiting performances from Young Shakespeare twice annually for Years 4-6 and an annual pantomime performance for the whole school. Other enrichment opportunities include visits to Little Angel Theatre and The Globe.
- Speaking and listening is encouraged through a wide range of activities we provide at school. All children in the school have a week assigned to present something that they feel passionate about to their class. Over the years, children have presented information about family members that are important to them, been an expert and taught their class about a particular thing, shared facts about a place special to them and currently are sharing 'Marvellous Me.' This links with CRC Article 13 (freedom of expression) *Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.*
- Every child in the school takes part in the annual writing competition. This provides a chance for children to plan, write and present a high-quality narrative and for governors to read the children's stories and award a winner from each class.
- Termly spelling challenges in Key Stage 2 provide an opportunity to achieve a personal best spelling score when tested on the National Curriculum spelling lists.
- Weekly Key Stage 1 reading takes place on Monday for Year 1, and Wednesday in Year 2, as well as across the week for individual reading, to ensure all children read with an adult regularly. This includes involvement of SLT.
- Opportunities for cross-curricular writing are built into medium term planning to use the skills they have learnt in English in a context which they are learning about in a different subject.
- The English subject leader carries out book scrutiny and feeds back to teaching staff. Staff meetings provide opportunity for staff to share best practice in teaching and learning as well as marking.
- Parent workshops in reading and writing are led by class teachers and SLT to support English learning at home.
- Ongoing assessment of reading and writing takes place in English lessons and all class teachers complete termly assessment. Some children are closely monitored using fine tracking if teachers and leadership believe they will not reach the age expectation in the subject. Moderation is completed termly across year groups in staff meetings to ensure consistency in writing assessment. Cluster meetings are held with other schools to moderate across schools. Class teachers attend local authority moderation training and targeted training for Year 2 and Year 6 for end of key stage data. Termly reading assessments (PIRA) contribute to termly reading judgements.
- End of year assessments reported to parents in annual reports.
- Reading lists were added to the website in 2019/20 to recommend books for children to read. This was created by the subject leader, supported by suggestions from staff, children and parents.



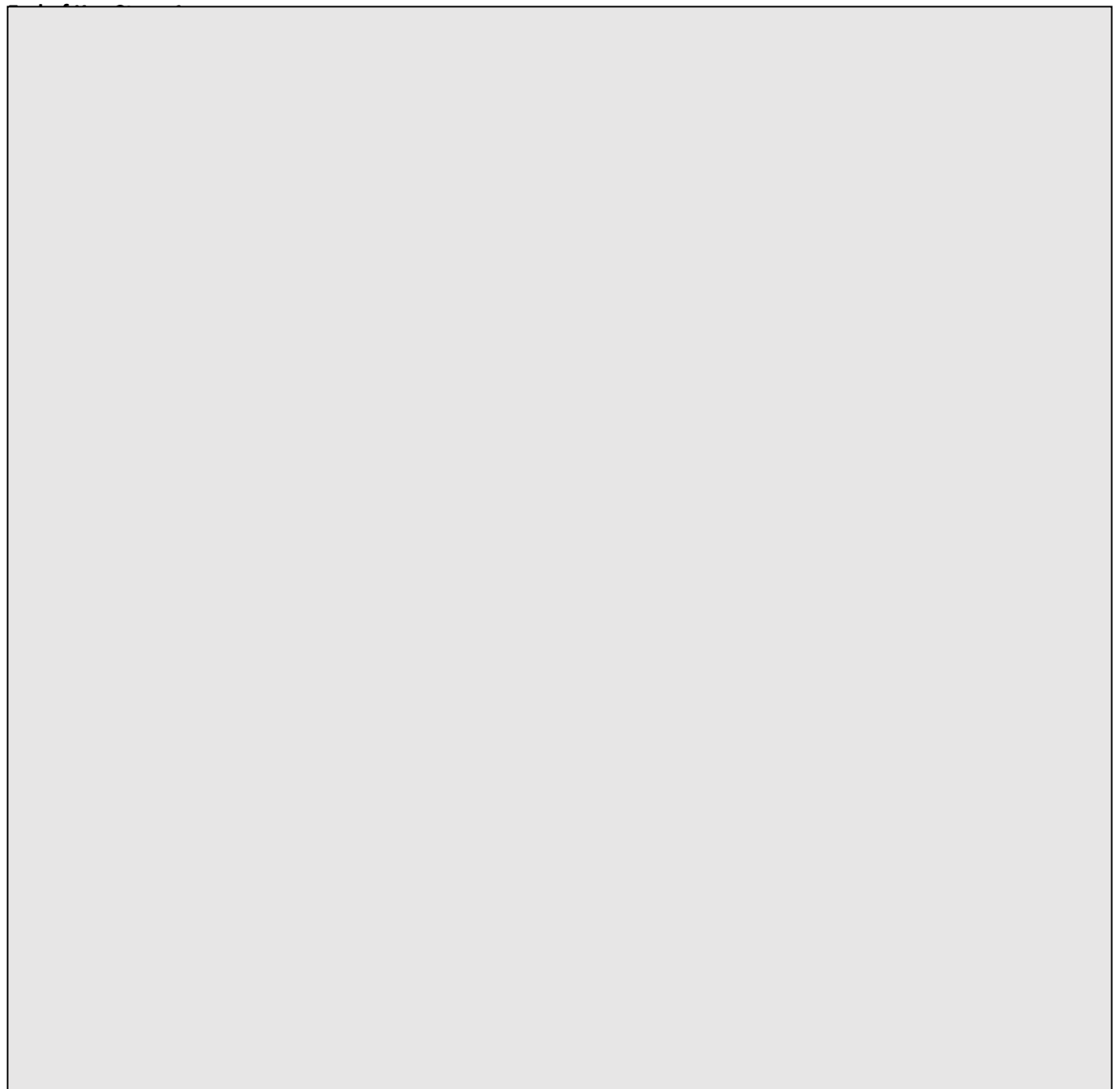
Impact

- Consistently high percentage of pupils in KS1 and KS2 exceeding national expectations despite two periods of school closure.
- Positive progress scores in both reading and writing in Key Stage 2 results.
- Children at our school enjoy reading and read for pleasure. They are able to recommend books to peers and talk about what they have read with other children and adults.
- Children at our school are able to speak confidently through speaking and listening activities in lessons and designed tasks where children speak to their class or present to the whole school.
- Children at Christ Church School enjoy writing and almost all children can write competently across genres and have good writing stamina.



Whole school standards (two year trend) (Two year curriculum in Reading and Writing in Year 3/4 and Year 5/6)

End of Key Stage data 2021



Key priorities over the past 12 months:

- Reading displays to closely track children's reading choices in Key Stage 2 and to include vocabulary learnt in class book, a picture of the class book and children's book recommendations for peers (20/21 target achieved)
- Booster sessions to close gaps in reading and writing for key children identified by class teachers (20/21 target achieved)
- Book lists on website for parents to engage with and offer suggestions for books children may enjoy matched to their ability (20/21 target achieved) <https://christchurchschool.co.uk/we-love-reading/>

Anti-racist curriculum review

The anti-racist curriculum review prompted us to consider the diversity of authors and characters in the books teachers read in class and the books available for children to choose throughout our school. Our restocking of book corners in Autumn 2021 focused on ensuring that authors and characters from a range of diverse backgrounds were included. The review also asked us to reflect on the range of resources used to teach writing and reading, to ensure that diverse role models, stories and contexts were used, which reflect the diversity of our school community.

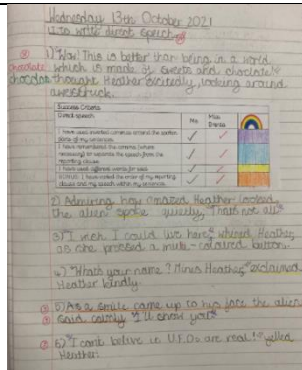
Target and <i>intended outcome</i>	Planned actions (including dates where applicable)
1. Continue to closely monitor the book choices of children – particularly those falling in bottom 20%. Reading displays now in place in Key Stage 2. Continue to ensure they track books being read as well as promote new books in the book corner. <i>All children are reading fluently, with confidence and with a love of reading and all children are able to make appropriate book choices.</i>	Teachers and teaching assistants to be supporting children in their book choices. Class teachers to be monitoring reading for pleasure more closely for those children where this is needed. 1:1 reading with adults where appropriate in Key Stage 2. English leader to be reorganising book corners and ordering new books (Autumn) to be reviewed following feedback from class teachers. Early chapter books more accessible in Y3/4
2. Continue to promote tier 2 and tier 3 vocabulary development – particularly from class books and whole class reading. <i>Children are using an expanded vocabulary and are including the newly-introduced words in their speech and writing.</i>	Display in classroom for new vocabulary learnt in books. Class teachers to promote use of this in writing. Vocabulary to be banked in halls from assemblies/ golden certificates/ Happiness Project
3. As part of return to pre-Covid routines, learning of weekly spellings to take place in school as well as home to embed and linked to spaced retrieval/memory techniques. Spelling books to be used both at home and school too. <i>Children are provided with strategies to help them embed spellings in their long term memory and automatic recall of these spellings improves in tests and writing.</i>	Class teachers in Key Stage 2 to use the spelling books in class for rehearsal of weekly spellings. Teachers to discuss and model the strategies that would be beneficial for each week's spelling list though children can practise in their choice method at home. Strategies to be taught in Year 3.

[illegible]

Year 4

Progression in the skill of direct speech in writing.

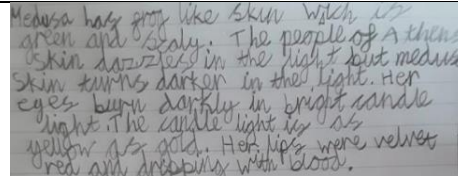
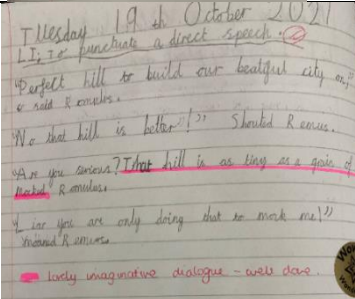
Using all the correct punctuation for speech, including LC letter after closing speech mark.
Development of synonyms for said.



Year 3

Progression in the skill of direct speech in writing.

New speaker, new line. Using inverted commas independently to show spoken word. Some development of synonyms for said. Including !?, within inverted commas.

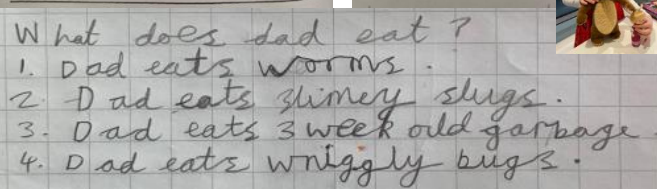
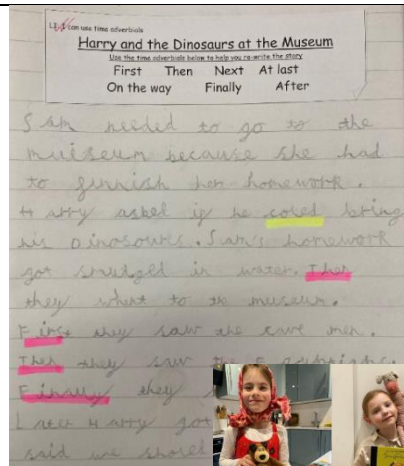


Year 2

Progression in the skill of direct speech in writing.

Using inverted commas to show spoken words. Building sentences that include speech using scaffolded prompts.

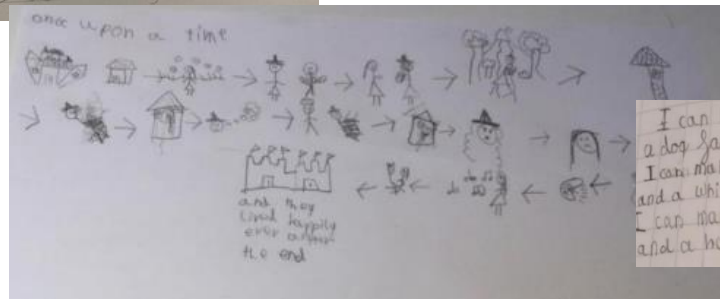
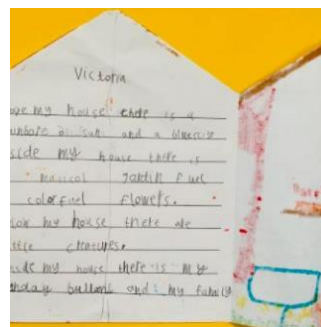
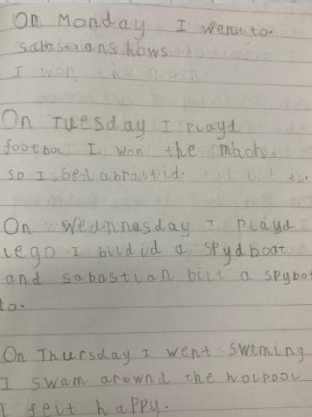
Recount
More varied time adverbials to order the story. More developed punctuation use.
Cursive handwriting.



Year 1

Recount

Using simple time adverbials to order events. Using some conjunctions to develop story telling.
More developed letter formation.



Reception

Recount

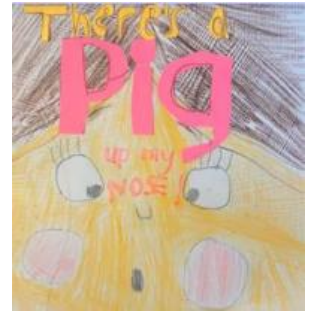
Simple sentence in the past tense- using capital letter and full stop.

Simple letter formation



COVID impact – remote learning provision and recovery curriculum

Home learning provision (March–June 2020 and January–March 2021) included a wide range of creative English activities set by teachers that were completed at home. These included teaching videos and use of external English teaching videos and resources and followed our planned curriculum and skills progression. There has continued to be positive progress in reading, in particular, across Key Stage 1 at home because of significant parental support. Class teachers recorded videos of themselves reading books to send home to children to listen to. Children heard a variety of teachers in school reading a variety of texts for them to enjoy. Use of Google classroom streamlined ability of teachers to provide feedback on writing.



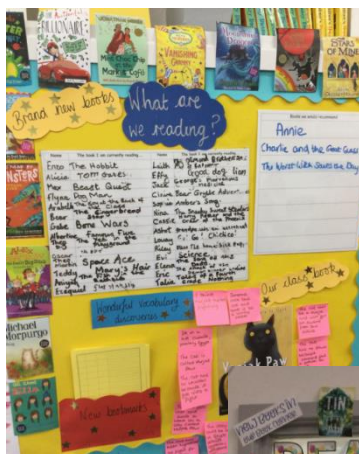
Recovery curriculum

The DfE recovery curriculum document suggests an even greater focus on reading, particularly assessment of pupils' decoding skill to identify those who are at risk of failing to learn to read; systematic synthetic phonics teaching for all pupils who still need it, with plenty of practice ; sufficient time for reading and writing, including phonics for spelling. Frequent reading should be a priority. Little Wandle has been implemented in EYFS and Key Stage 1. All staff in school have received training in the scheme.

Reading across the curriculum has become an even greater focus and the immersion in books for both Key Stage 1 and 2. Teachers know that it may require children to be writing shorter writing tasks rather than extended pieces, to develop and grow children's confidence in sentence structure and spelling in writing.

Children should have time to practise their handwriting regularly to increase its fluency, legibility and quality.

Reading Displays in Key Stage 2



Pupil Voice

Pupil Voice about Reading: October 2021

When asked how children select their current reading book, a number of responses were found: recommendations from friends, recommendations from peers, books chosen by an adult in class, by self-selecting by looking at cover and blurb, reading some of the book and deciding if it's something they would enjoy.

When asked where the children choose their books from, the following responses were shared:

"I look at the new books shown on our reading display and choose from the book corner."

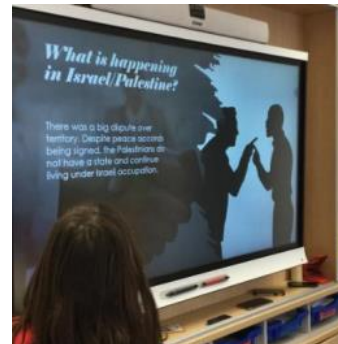
"I visit Waterstones or other book shops."

"I like old books and those that are torn and battered."

"I choose it from our class book corner."

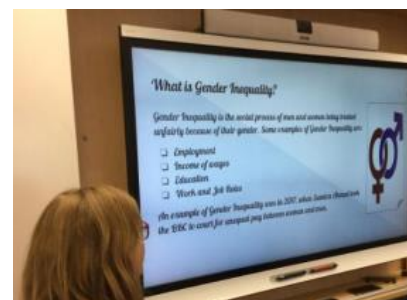
When asked about reading time in class, children all shared their enjoyment of this time. One noted comment was "I like it when [my teacher] does the voices". All children could share the name of their class book.

When asked about new words that the children had learned through their class book the following were shared: flabbergasted, jolt, bustle, approximately.



What makes our curriculum provision for English exceptional and beyond the expected

- Consistently high percentage of pupils in KS1 and KS2 exceeding national expectations despite two periods of school closure.
- Exceptional outcomes for children compared to national.
- Exceptional progress scores in both reading and writing compared to national.
- A culture which shows a 'Love of Reading' in children throughout the school.
- Enrichment activities such as Bigfoot drama and Young Shakespeare and the opportunities we provide for children to develop to be articulate and confident public speakers (e.g. individual presentations).



Key points for discussion with governors about this report

- All Key Stage 2 classes more confidently using the reading displays more consistently and effectively to promote love of reading as well as showing new books.

