



English statement of intent

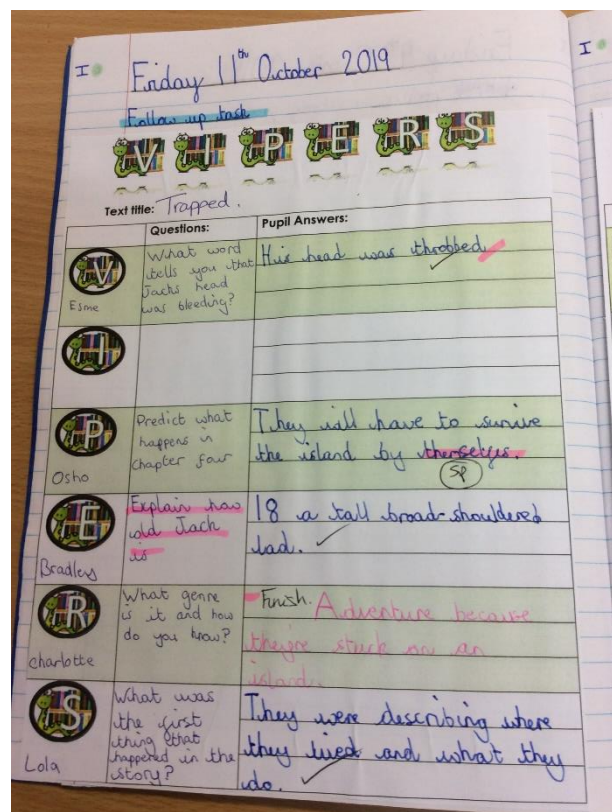
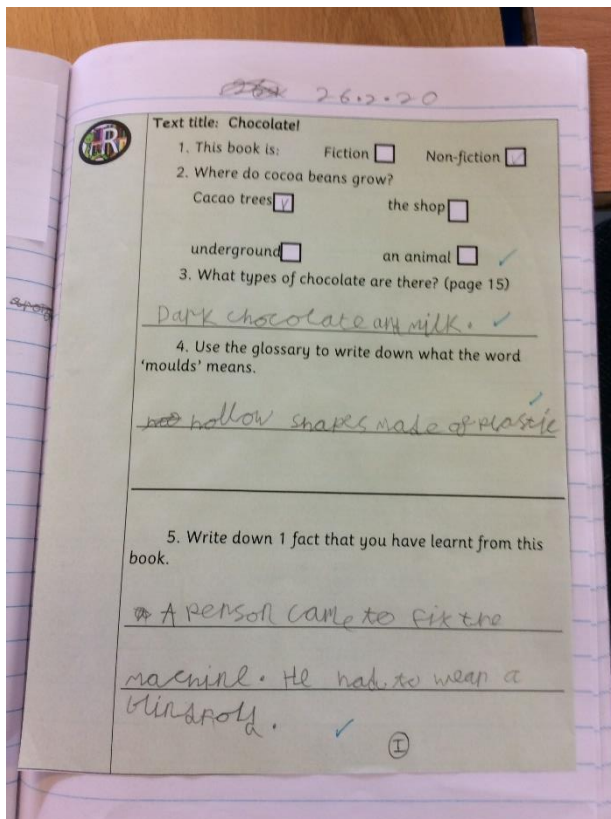
We believe that skills in speaking, listening, reading and writing are essential to everyday life. It is vital that children develop well in all of these areas during their time in primary education as it provides them with a strong set of skills as they move into secondary school. The English opportunities 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 and are praised for reading to their parents/carers at home. We follow the 'Letters and Sounds' phonics programme and all children across EYFS and KS1 receive daily phonics sessions based on 'Letters and Sounds'. The 'Letters and Sounds' programme enables the children to use their phonics skills and this builds the basics of reading. 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 develop their fluency.

Children have the opportunity to read to an adult at school on a regular basis. In addition to this, class teachers listen to groups of children read in a 'guided reading group'. Guided reading enables children to improve their reading skills and comprehension skills in a small group situation. Guided reading allows children to also develop their ability to discuss a text with others that are working at a similar reading level. Throughout our guided reading sessions, children develop a range of reading skills through the use of 'VIPERS'. Some children will receive extra reading sessions with an adult (if we feel that the child needs more support).

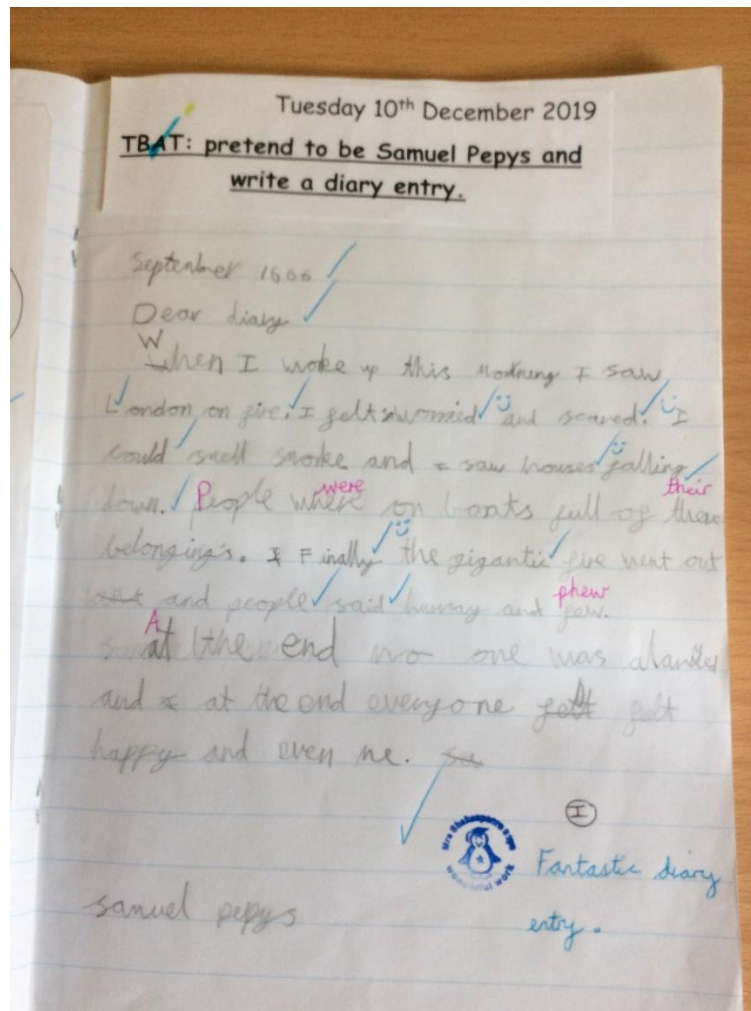
Example of KS1 and KS2 guided reading follow up tasks (based on the VIPERS):



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':



In addition to this, we 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. Children are given spellings that are appropriate to their age expectation and we 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 website 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.

Example of spelling tasks set:

Stage: 6 Challenge Words
List: 5 Name:

Spelling Shed

Wednesday 7th December 2011
List 5:

Spelling Shed

Fill in the blanks to complete the grid.

6.11.19
What can you see? Write down what these images are:

Spelling Shed

bridge
hedge
judge
wedge
lodge
badge
fridge

I'm crossing a bridge in my car.
I have a hedge in my garden.
I have a judge for racing.
I have a wedge for my door.
I have a lodge house.
I have a badge.
I have a fridge in my kitchen.

Handwriting is taught using the cursive handwriting style and this enables children to 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. In year 2 and year 6, we have assessment grids in the front of the English books which outline age related expectations. These are updated regularly by teachers and children are involved in this process. Parents are also informed of their children’s progress in writing at parents’ evenings and have the chance to see the assessment grid to see how their children are doing.

Example of grid we use in the English books to help track progress: (based on the VIPERS):

YEAR TWO TEACHER ASSESSMENT – WORKING AT THE EXPECTED STANDARD										
NAME:										
The pupil can, after discussion with the teacher,										
• write simple, coherent narratives about personal experiences and those of others (real or fictional)										
• write about real events, recording these simply and clearly										
• demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required										
• use co-ordination <i>e.g. or, and, but</i> and some subordination <i>e.g. when, if, that, because</i> to join clauses										
• segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others										
• spell many common exception words										
• form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters										
• use spaces between words that reflects the size of the letters										

English is also assessed 3 times a year using the Chris Quigley Milestones. Milestone 1 is for years 1 and 2; Milestone 2 is for years 3 and 4 and milestone 3 is for years 5 and 6. The milestone assessments are used to help inform our ‘Pupil Progress Meetings’ and from this assessment and through discussions we then identify any target children for the next term/share successes/discuss any possible barriers to learning that individual children maybe facing. The Chris Quigley assessment also helps to identify any gaps in the children’s learning and then these gaps and planned for in the following term.

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.