

## English Subject Report 2019 – 2020

### **Culture: English at the heart of our curriculum**

*Overview of the year:*

*Results from SATs: KS2 SATs results for 2018-2019 were yet again very strong, particularly as this was a cohort with significant academic & emotional challenges. The 3 year trend remains outstanding:*

*SPAG 83% expected (88% in 2018, 97% in 2017) 47% GDS*

*Writing 90% expected (90% in 2018, 97% in 2017) 35% GDS **Progress figures for 2019 +2.7***

*Reading 81% expected (88% in 2017 & 2018) 29% GDS **Progress figures for 2019 +1.4***

*KS1 outcomes were exceptionally pleasing in 2019, with both reading & writing significantly up on 2018:*

*Writing: 90% expected (77% in 2018)*

*Reading 90% expected (83% in 2018)*

### ***Year 1 phonics: 100% achieved the expected standard.***

*Questions from last year:*

1. How can we support the children to meet the very challenging demands of many complex needs in the Year 6 class to enable them to achieve well in the end of key stage tests?
2. What new initiatives can we introduce to encourage every child to read for pleasure at home?
3. How can we further support children who find spelling challenging?

## **Curriculum: Intent, implementation, Impact**

### **Intent:**

#### **Main aims for this year:**

To develop greater confidence and competence in spelling across the school through a range of new initiatives

To further encourage reading for pleasure

To further enhance inference, deduction & comprehension skills

#### **Reading, SPAG and Writing:**

##### **Reading**

The aim of the new reading initiatives will be to help develop the children's comprehension, inference & deduction skills, expose the children to a wide and varied range of high-quality texts, improve children's range of vocabulary and to develop a life-long love of reading.

##### **Spelling, Punctuation and Grammar**

Teaching this as a discrete lesson enables us to slowly build upon the children's existing knowledge and allows us to see clear progression through the objectives. As each year progresses, we can clearly see the development of skills that have been taught enabling our children to become more skilled writers. We seek to see evidence of spelling, punctuation and grammatical knowledge within the children's written work, enabling us to assess the impact. Below is the progression of skills identified within the national curriculum that should be taught within each year group:

##### **Writing**

We regularly review & update existing planning to suit the needs & interests of different cohorts of children.

Planning for writing is skilfully supported through the use of engaging texts, role-play, class discussions/debates, immersive experiences within The Space, artwork, artefacts and first-hand experiences eg WW2 Day, Transport Day. Writing frameworks, spelling banks and other teaching resources help to provide support for those children who require it.

The intent within writing at Holy Family is for all children to have the skills and confidence to write across genres, use a wide range of vocabulary, apply their SPAG skills within their work and develop their passion for writing. We want the children to write with emotion, description and meaning, depending on the audience and purpose.

### **Implementation**

We work as a whole staff to ensure all teachers are supported in their planning & delivery of all English lessons. Sharing planning in this way enables more opportunity for new perspectives, a wider range of ideas and experience to be utilised, more time freed up to ensure that the needs of the curriculum are met and that planning is being updated where appropriate and necessary.

English is taught every day and is a fully embedded component of our creative, cross-curricular approach to learning. Every topic features a key text (or more than one dependent on the age of the children) as 'The Power of the Story' underpins everything within our curriculum offer. "Great text is the beating heart of the lesson."

Teachers ensure all genres of writing are covered across the year with a variety of stimuli used to inspire writing. Very clear learning objectives and success criteria allow children to respond to the high expectations with confidence. 'Live' marking is utilised wherever possible to provide instant feedback, support & challenge for children and more formal 'Big Writing' feedback provides children with the opportunity to reflect, review and improve their writing.

We meet every term as a whole staff for formal moderation of work in English and we are also active participants in Xavier CET working groups.

### **Impact:**

Outcomes in reading, writing & SPAG at the end of KS2 have been consistently well above both national and Surrey standards.

Progress figures have been outstanding over the last 3 years (2017 top 2% nationally, 2018 top 15%, 2019 top 12% (writing only in 2019))

KS1 outcomes continue to improve year on year with very high performance in 2019, above both national & Surrey outcomes

Year 1 phonics results are outstanding year on year. 100% in 2019 (top 2% nationally), 97% in 2016 (top 7% nationally) and never below 93%.

Our creative, cross-curricular approach to learning means that children enjoy English and fully engage in all activities. Reading maintains a very high profile with all children proudly carrying out their roles as reading partners and/or reading champions across the school.

The quality of writing in books is consistently of a high standard, style and composition. Children are rightfully proud of their books.

### **How does *English* help to further develop SMSC 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 they give to their audience when writing.

**Social:** Pupils are always given the opportunity to support each other and work together. Communication & collaboration are key elements of our creative curriculum.

**Cultural:** Pupils learn about and explore texts from other cultures.

### **How are Fundamental British Values promoted within *English*?**

By encouraging further tolerance and harmony between different cultural traditions by helping the children 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.

**Cross-Curricular links:**

History: research, fact files, role-play, narratives/stories, diaries, newspaper reports, debates

Computing: Communicating ideas in different formats, researching facts

Art: used to inspire discussion and creative writing

Design & Technology: eg The Tin Forest, Charlie & the Chocolate Factory (making models, using textiles/materials)

Science

**Other key skills developed through *English*:**

Speaking & Listening

Performance skills eg drama, articulation, expression

Imagination/creativity

Empathy and Understanding

**What does a good learner of *English* look like when they leave Holy Family?**

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 with a secure understanding of grammatical features in writing. We would expect them to independently 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. We want children to love reading and to be confident to engage in conversation & discussion with others in a wide range of situations.

**Key targets for 2019 – 2020**

- To further enhance confidence and competence with spelling through the school via a range of new initiatives including spelling journals & spelling shed.
- To further raise the profile of reading for pleasure through the purchase of new books, a new 'books for birthdays' initiative, introduction of weekly newspaper in KS2, a development of competitions such as 'book in a jar' to encourage children to continue engaging with reading for pleasure
- To improve on 2019 KS2 reading & writing outcomes