



**EUXTON
PRIMROSE HILL**
Primary School
"Together we will make a difference."

Subject Leader Report – ENGLISH 2024-2025

ENGLISH LEADERS: Emma Swinburn (Curriculum Leader) & Hayley Roocroft (Early Reader Leader)

Subject Overview:

The English curriculum at Primrose Hill is designed to give pupils the key skills of reading, writing and speaking & listening that enables them to access and achieve in all curriculum areas. English is a fundamental part of the holistic development of Primrose pupils and facilitates the development of our key school values of Courage, Ambition, Respect and Excellence. To achieve this, we intend to focus on making English stimulating, exciting and purposeful by engaging the pupils with the joy and wonder of high quality and carefully selected books and capturing their imagination both inside and outside of the classroom. Furthermore, following the progression of knowledge for reading, writing and spoken language, and ensuring these are embedded, is key for the children to develop at an appropriate pace that builds on their prior knowledge and secures a strong foundation.

Curriculum Mapping Rationale:

At Primrose Hill, we believe that all children's education begins in Early Years. Our curriculum is aligned to the Early Years Framework and shows the sequential steps of essential knowledge to be acquired from Reception to Year 6. English is taught through a thematic, progressive approach, using high quality texts as a stimulus for learning - personalised to our children, reviewed regularly, and adapted according to need. Our curriculum is carefully planned to engage and excite all our learners – ensuring children are exposed to a wide range of genres and specific skills are explicitly taught as outlined in the aims of The National Curriculum 2014. Our English Curriculum Maps detail the units delivered each half term within each year group, specific grammar links, along with an overview of scaffolded and independent writing opportunities. All purposeful links with other subjects are maximised and detailed on Phase Maps, this allows key English Skills within reading and writing to be applied and embedded across the curriculum. High quality texts are at the core of our curriculum, and these are used to develop an appreciation of our rich and varied literary heritage, alongside an appreciation of other cultures and beliefs. All children are exposed to vocabulary rich texts which seek to ignite a passion for language alongside knowledge of linguistic conventions – developing their understanding of texts whilst encouraging them to develop their own writing ability, adapting their language and style to audience and ultimately to emulate what they have read.

Planning:

At Primrose Hill, we are committed to providing an exciting, current and progressive English curriculum for our children. We want our children to become enthusiastic, engaged readers and writers who develop a life-long love of reading and a passion for writing. Our English Curriculum is planned around high-quality stories and novels, that have links to the wider curriculum and children's interests. We believe that all children are entitled to a broad and balanced English curriculum and deliver it in a way which recognises the varied needs of our children and allows each individual to maximise their learning potential; preparing them for the application of English skills across the whole curriculum and life beyond primary education. Our novel-based English curriculum allows us to ensure that we promote a love of reading, alongside developing subject knowledge, skills and understanding in speaking and in reading and writing, so that children can know more and remember more to help them reach and exceed their potential at Primrose Hill Primary School and beyond. Oracy is at the heart of our teaching and learning approaches and we strive to teach our children how to communicate effectively and articulately. Our pupils acquire a wide vocabulary, captured through a wide breadth of texts and modelled with high quality talk from adults in school. We

encourage our children, of all ages, to become readers and writers, through a wealth of opportunities in a range of contexts with confidence and independence.

Phonics and Early Reading:

We teach and learn using a systematic, synthetic phonics approach using the 'Read, Write, Inc' programme which begins as soon as the children start school in EYFS. We ensure all children can read fluently at an age appropriate level and many children finish the programme by the end of Year 2. Any children needing further support beyond KS1 are identified and given one to one or small group tutoring to enable them to catch up to their peers.

Teaching in small, homogenous, consistent groups occurs, that is precisely matched with the children's phonic knowledge and needs. Regular, rigorous assessment is undertaken so that children who are at risk of developing gaps in their learning are swiftly identified and tracking and appropriate, immediate interventions are planned for and delivered. At Primrose Hill we believe it is the right of every child to experience and listen to high quality books and stories. In doing so, children hear the enjoyment and prosody of an experienced reader, their teacher. This awakens them to the exciting concepts of plot, character, settings and vocabulary that are beyond their own reading and ignites a life-long love of reading. To facilitate this, we have daily read aloud sessions, class libraries in every classroom and a regularly used school library. The newly launched Reading Pathways allows children, once more fluent, to experience a wide reading diet throughout KS2. We highly encourage our parents to make reading a priority when learning at home and to read to their children whatever their age.

Assessment:

Ongoing assessment and review is fundamental to everyday teaching at Primrose Hill, teachers are constantly making judgements with regards to attainment in lessons and altering provision accordingly. Same day intervention and pre-learning are crucial in ensuring children are prepared to learn; misconceptions quickly identified and rectified. Children are assessed formally at the end of each term in English and each half term in Phonics and data is used to identify next steps for groups and individuals through Pupil Progress meetings and responsive Phonics grouping. Throughout all English units, pupils are assessed against the key knowledge and skills taught and their understanding of the subject. This wealth of assessment information enables teachers to make Performance Data judgements against National Curriculum standards.

Through professional dialogue, we seek to close gaps in understanding and ensure value added attainment – curriculum adaptation is planned accordingly as required. Parents are informed of their child's attainment and effort on a termly basis through parent consultation evenings and Grade Sheets. Additionally, children are assessed formally at the end of each Key Stage and through Y6 Statutory Assessments.

Children enter the school with various levels of understanding of the spoken and written word. Early identification of any additional needs is imperative to ensure gaps in learning are kept minimal and every child is given the support required to reach year group expectations. SEN Graduated response is used for children who have a specific need or are working significantly lower than their peers – the children are assessed through PIVATs and individual targets set and reviewed accordingly. Parents are fully informed of progress towards targets and receive copies of IEPs each term. Some children also require support through group interventions, these are wide ranging, from development of phonics, fine motor skills through to the acquisition of higher order reading skills such as inference and deduction.

We have high expectation for all children and our diverse curriculum planning allows opportunities for children to immerse themselves in texts, providing many extension opportunities to deepen their knowledge and use of vocabulary, through a broad range of text types. Staff are highly skilled in planning tasks and through targeted questioning challenge all abilities. Progress of all pupils was monitored carefully, through team meetings, pupil progress meetings and SEND/IEP/EHCP review meetings.

Whilst data gives a snapshot of attainment and progress, standards in English at Primrose Hill are continuously monitored using a plethora of approaches and methods. On a termly cycle, views are collated through pupil interviews (pupil voice) alongside book & planning checks (triage) & parent questionnaires (parent voice). Governors are well informed of standards through curriculum committee and full governor meetings, here subject updates on attainment for different cohorts are analysed and subject developments shared.

Enrichment opportunities:

The English curriculum is enhanced through children having the opportunity to use our school grounds to stimulate their learning, the forest schools' provision has allowed many children to develop their speaking and listening skills – applying their English skills in context. Whilst many of the enrichment opportunities are linked to the foundation curriculum subjects, due to our personalised and carefully mapped cross curricular approach, children are exposed to and given purposeful opportunities to develop their reading and writing skills. Subject specific opportunities in previous years have focussed on opportunities to emerge the children in quality texts and exploit them to rich vocabulary; KS2 are looking forward to their visit to watch 'The Jungle Book' at the newly refurbished Octagon Theatre in December 2023, Y6 will particularly enjoy this following their unit of work on the Kipling Classic. As a school we are keenly involved in the Lancashire Library initiatives: Fabulous Book Awards (Y6) and Brilliant Book Awards (Y2) taking part again this academic year, along with celebrating National Events such as World Book Day and National Poetry Day – again widening and deepening our children's access to quality texts and rich vocabulary experiences.



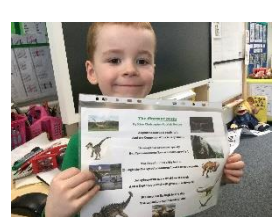
Goodnight Mr Tom



SATS Growth Mindset



Outdoor reading time



World Poetry Day



Script Writing – IT



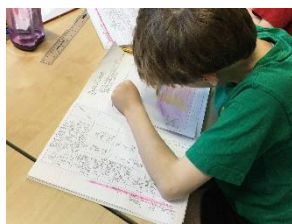
Book Day Potatoes!



Book Speed Dating



Presentations – History link



The Highwayman!



Primrose Library FUN!



Cosy Reading with friends!



Review of Previous year's Subject Development Plan

Targets (2023-2024):

Target	Actions	Intended Impact
Phonics and Early Reading – to review and embed consistency of approach in delivery, impact of implementation	<p>Review outcomes for pupils and application of phonics scheme through EYFS and KS1</p> <p>Embed a consistent approach to the use of phonics scheme (RWI)</p> <p>Monitoring cycle to review groups following assessments</p> <p>Phonics Catch Up – intensive intervention for children to get them 'back on track'</p>	<ul style="list-style-type: none"> Approaches and use of scheme ensures clear systematic phonic application and early reading development. Staff show consistency in modelling language for phonics. Monitoring/coaching will identify the consistency of approach throughout the school and where further support/resources are needed. Y1 statutory phonics screen results and above local and national averages
To review writing curriculum and KS1, ensuring explicit teaching of Core Knowledge to improve outcomes for all children	<p>Review current provision for teaching writing – curriculum maps</p> <p>Embed teaching of writing core knowledge through units of work and use of high quality texts</p> <p>Monitoring cycle to review teaching and learning via learning walks/book looks and pupil book study to ensure high outcomes for all children</p>	<ul style="list-style-type: none"> Curriculum maps show clear progression through units which provide high level opportunities, outcomes for writing, genre coverage and progressions of skills through year groups and across Monitoring shows clear progression in writing skills and application of phonics.
To monitor and improve reading and writing outcomes for Y3 cohort	<p>Review and adapt the Core Curriculum offer to meet needs and address gaps in learning</p> <p>Embed QFT & targeted intervention to 'close the gap'</p> <p>Monitoring of Core Curriculum Progress</p>	<ul style="list-style-type: none"> Review highlights gaps in core knowledge within reading and writing Adaption of curriculum – order, weighting of core knowledge within units of work Targeted intervention is planned through NTP Pupil progress meetings show 'closing the gap' progress for individuals and groups within the cohort

Planned Staff training and intended impact:

Staff CPD	Intended Impact
RWI Development Day (All RWI staff)	RWI is fully embedded - teaching and assessment with coaching and training planned and utilised to maintain high standard of teaching approaches
SDP Priorities – INSET Day (Sept)	Shared vision by all staff – overview of key priorities shared for the year
Autumn Term Great Teaching - Diagnostic Assessment	Prior knowledge is rigorously assessed prior to the lesson and informs planning, teaching and learning. Common misconceptions and gaps in learning are identified prior to the lesson and are addressed effectively through well-planned teaching Activities are used effectively to link prior knowledge to new learning and help move the learning on within the lesson. and learning. Questioning is used effectively to assess prior understanding.

Termly Writing Moderation Termly English Updates – Staff Meeting	<p>New learning is connected carefully to existing knowledge, allowing for progression and development of schema. Learning reviews are used effectively to support children in monitoring and evaluating their learning (metacognitive approaches). They support deeper learning and improvements in the learning taking place.</p> <p>High expectations of all writers, gaps identified and future provision planned accordingly.</p>
Spring Term Great Teaching – Behaviours for Learning Termly Writing Moderation Termly English Updates – Staff Meeting	<p>Learning behaviours e.g. managing distractions, persevering, how to work in a group etc, are EXPLICITLY taught. Pupils understand these and know how to successfully apply them in the classroom and beyond. This has a positive impact on learning and outcomes. Risk taking is actively promoted and modelled. A growth mind-set is embedded and reflected in every area of school life – this is actively promoted and explicitly taught.</p> <p>High expectations of all writers, gaps identified and future provision planned accordingly</p>
Summer Term Great Teaching – Metacognition Termly Writing Moderation Termly English Updates – Staff Meeting	<p>Adults and pupils are metacognitive and self-regulated learners. They can explain how this impacts on their learning and outcomes. This is actively promoted and explicitly taught. – CONTINUED FOCUS FOR 2024-2025</p> <p>High expectations of all writers, gaps identified and future provision planned accordingly. Outcomes are used to support transition discussions to next year group.</p>

Targets (2024-2025):

Target	Actions	Intended Impact
Oracy Project – whole school focus	<p>Review current opportunities available throughout the school and access quality CPD from DBE / Advisory service for all staff</p> <p>Embed a varied diet of planned focused opportunities throughout school</p> <p>Monitoring impact throughout school</p>	<ul style="list-style-type: none"> Approaches and use approaches ensures clear development of oracy throughout the school Staff show consistency in modelling language and plan focused opportunities to develop oracy skills Monitoring/coaching will identify the consistency of approach throughout the school and where further support/resources are needed.

Planned Staff training and intended impact:

Staff CPD	Intended Impact
RWI Development Day (All RWI staff) 17.09.24	<p>RWI is fully embedded - teaching and assessment with coaching and training planned and utilised to maintain high standard of teaching approaches</p> <p>Induction and support for new Early Reading Leader</p>

SDP Priorities – INSET Day (Sept)	Shared vision by all staff – overview of key priorities shared for the year
Autumn Term Launch Oracy Project Cluster HT Conference – 10-11 th October Termly Writing Moderation Termly English Updates – Staff Meeting	CPD for SLT High expectations of all writers, gaps identified and future provision planned accordingly. Central Training and share with staff during staff meetings
Spring Term Oracy Project Termly Writing Moderation Termly English Updates – Staff Meeting	CPD for teaching staff and support staff High expectations of all writers, gaps identified and future provision planned accordingly
Summer Term Oracy Project Termly Writing Moderation Termly English Updates – Staff Meeting	Adults and pupils take part in focussed oracy opportunities regularly. They can explain how this impacts on their learning and outcomes. This is actively promoted and explicitly taught. High expectations of all writers, gaps identified and future provision planned accordingly. Outcomes are used to support transition discussions to next year group.