

English Subject Leader Report



Subject leader: Miss Morrissey

Intention

At Highfield Community Primary School, our English curriculum is designed to develop children's love of reading, writing and discussion and prepare our learners for life as successful, valuable and socially responsible citizens. We understand that developing strong literacy skills in primary school plays a key role in the ability of children to successfully navigate the later years of their school life, and indeed the years beyond education.

Reading is at the heart of the curriculum with class texts chosen to ensure children experience a wide variety of texts, broaden vocabulary and understanding of grammar and allow children experience reading as a pleasurable experience which underpins all their learning across the curriculum.

Implementation (Reading)

Here at Highfield, we teach reading through daily phonics and guided reading sessions. Phonics is taught through Bug Club Phonics Scheme. This is a rigorous, systematic synthetic phonics teaching programme for early reading and writing success. The children in EYFS and Year 1 have daily interactive phonics lessons and activities to teach sounds, blending, grapheme-phoneme correspondences, letter formation and pronunciation. Our home reading scheme contains a blend of decodable and non-decodable books and we encourage children to read a variety of texts to ensure a balance between poetry, fiction and non-fiction. Home readers are matched to the child's phonetic development and reading ability which, is in line with our progression in phonics. Our scheme develops greater independence and fluency in a child's reading. During guided reading sessions, the class teacher acts as the expert guiding the children through the text, providing signposts to the most important and most helpful features of the textual landscape. Our teachers use a range of texts / genres and questions to help develop pupils' comprehension skills.

KS1 and KS2 classes have daily reading sessions called 'ERIC time' where all pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

We use a reward system for home reading, which includes a bronze, silver, gold and platinum certificate, depending on how many times the child has read. When a child receives the platinum award, they are taken on a trip to the book shop to choose their own book.

Recently, we have developed our library to encourage a love for reading across school. Children can spend time choosing books and reading with their peers. Within the classrooms, there is a reading area with a wide selection of genres and authors. The teacher will give their recommendations and talk through different stories. Each week the classes have 'Book Club' which gives a chance for anyone in school to recommend books they have read.

Implementation (Writing)

English is taught 5 days a week for 1 hour in key stage 1 and 2. Teachers in year 1 follow the 'Curious Quest' approach for planning their lessons. This is an immersive tool to help children become imaginative story writers and follows on from 'Drawing Club' in EYFS.

Teachers from years 2 to 6 follow the 'Lancashire Unit Planning guidance' to plan out their units. This follows the reading, gathering content, planning and writing phases. Throughout each unit, children complete independent pieces of writing, which can be used for assessment. Each term the teachers teach a fiction, non-fiction and poetry unit. During the year, classes will have various class novels which are chosen by adults and children. Teachers clearly model writing skills and document the learning journey through consistent working walls; guided writing sessions are used to target specific needs of both groups and individuals.

EYFS

At Highfield, our English journey truly starts in the EYFS. We cultivate a life-long love of reading through inviting, vocabulary rich texts which are intentionally selected for our EYFS curriculum. Through a variety of approaches, (within explicit phonics sessions, literacy sessions and continuous provision) children embed the foundational skills necessary for decoding, speedy reading, and word comprehension. Our daily phonics sessions are delivered through the Bug Club Phonics scheme, alongside exciting games and enhancements in the environment. Opportunities in continuous provision are accessible at all times to ensure children have the opportunity to overlearn, and be challenged. Our literacy lessons and environment are always reflective of our topic, and enable children to learn and apply their vocabulary, reading and writing skills. We use Drawing Club as a platform to deepen understanding of the mark making process and provide inspiring writing opportunities for all. Through this, children first understand the magic of intentional mark making and the voice their writing holds as an author. Throughout this magical, mark making journey, we develop writing skills through patiently supporting fine motor, building sentence structure, and providing rich, stimulating writing opportunities for all within our environment. Through our consistent approach of modelling, and 'Drawing Club' follow up, children learn to apply their phonics into writing and begin to apply basic sentence structure. Our 'cosy corner' is an inviting space to grow a love of reading and explore a variety of texts, whilst our chalkboard wall allows for endless mark making opportunities. Throughout all of provision, a wide variety of texts are available to expose our children to the purpose of marks, and the information we can gain from text. This includes fiction, non-fiction, magazines, leaflets and more. Our 'message centre' allows children to use a bank of writing resources to independently apply their skills throughout the environment (for example making labels in their role play area or writing letters to their peers).

Impact

The data highlighted below demonstrates a positive impact when considering statutory data.

2022

KS2 (Year 6) SATs (National Average)

Reading	Writing	Maths	Combined
74 (74)	61 (69)	65 (71)	57 (59)
+1.8 (0)	-0.8 (0)	+0.8 (0)	

2023

KS2 (Year 6) SATs (National Average)

Reading	Writing	Maths	Combined
77% (73)	68% (71)	73% (73)	59 (59)
+3.6 (0)	+1.1 (0)	+1.7 (0)	