



English – Subject on a page

Why we teach it

We aim to ensure that children are able to read fluently to give them the skills, confidence and desire to read widely for both pleasure and information so that they are given the best skills possible to access the world of learning and literature. We strive to ensure that our children are acquiring wide vocabulary with a solid knowledge of grammar and punctuation and that they are able to write clearly, adapting their writing to suit varied purposes and audiences. We also aim to give children opportunities to improve their speaking and listening skills to ensure that they are able to participate confidently in group discussions inside and outside of the classroom.

INTENT - What we are teaching

The 2014 National Curriculum forms the basis for all of our teaching in English and is designed to underpin everything that we are doing.

- Teaching phonics in line with the RWI systematic synthetic phonics programme.
- Plan for reading and writing activities from a range of genres using the Power of Reading scheme of work with our own regular Edshed spelling scheme lessons to support this.
- Using spelling boxes as a tool to increase spelling recall for key words for each stage of the curriculum.

IMPLEMENTATION - How we teach it

At St. William of Perth, we see literacy as the foundation upon which everything else is built. It begins with a focus on speaking and listening skills which then runs through the rest of our literacy teaching. Our philosophy is that language must be 'taught not caught' and this happens inside our literacy lessons but throughout the school day intertwined with other areas of the curriculum. Every moment is an opportunity to acquire new knowledge and skills. We strive to ensure that all children can read fluently to build good comprehension skills to allow children to select texts and enjoy the pleasure of reading. We use the RWI phonics scheme to teach phonics skills and then move towards the Edshed spelling scheme to teach spelling across Years 1-6. Across the school, we use the Power of Reading (linked to the National Curriculum) scheme to immerse children in literature. This ensures that all children are exposed to high quality texts and creative teaching ideas which foster a love for reading. The Power of Reading scheme encourages and promotes strong links across the creative curriculum. We supplement high quality teaching of literacy with opportunities for literacy enrichment. For example, the library is open twice a week and children are invited if they may require extra literacy support, and we host events designed to encourage library attendance. We are also engaging with outside literary agencies to also promote areas of literacy that are underrepresented. E.g. Poetry. We want to ensure that all children are given opportunities to build their cultural capital during their time at St. William of Perth. We follow a marking policy that involves green marking to highlight effective work, followed by red marking to support children in extending their learning and place a heavy emphasis on the need for verbal feedback to ensure that assessment is both formative and summative. The use of the SWOP standards as part of the assessment process are important when making judgements about children's learning. Children are able to refer to these displays to check their learning but to also find inspiration and The use of 'working walls' is integral to supporting out teaching.

IMPACT - What is working

Phonics results continue to be high. The most recent result was 93% of children working at the expected standard.

There are improvements.

Historically, phonics is a continuing strength that we continue to build upon. This has been significant when we reflect on time missed because of national school closures.

Children are able to apply their writing skills to different areas of the curriculum successfully.

Engagement in literacy enrichment activities is high- there is regular attendance at the library and nearly 50% of children in KS2 attended our Harry Potter Book Night in February.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:



Developing

Secure

Embedded

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
<p>Profile of use and teaching of vocabulary has significantly improved to ensure that vocabulary is being 'taught rather than caught'.</p> <p>Streamlining homework set so that it focuses on key skills like times tables and spellings to encourage regular practice to ensure maximum impact.</p> <p>Purchase of new reading books to update current scheme and to fit in line with the phonics scheme being taught.</p>	<p>Developing use of Edshed spelling scheme to support teaching of spelling across 2-6.</p> <p>Working to ensure diversity is being embedded within the literacy curriculum in the classroom and outside of the classroom.</p> <p>Using research projects from the likes of the Education Endowment Foundation to support school improvement in literacy.</p> <p>Post national lockdown we are focusing on ensuring that we are offering enrichment opportunities to children to engage the with the school library and the local resources available.</p>	<p>To consider high quality interventions to support teaching of literacy.</p> <p>To continue to diversify our libraries and the curriculum to ensure that all children are represented and inspired.</p> <p>To monitor the teaching of spelling to ensure accelerated progress.</p> <p>Improving engagement with parents to offer opportunities to attend workshops to support children at home.</p>