

Churchfield C.E. Primary Academy

Walking together in the light of the Lord, we aim to create a supportive and safe environment where we encourage each other to be the best we can be. At Churchfield we learn to take pride in our successes and aspire to make a positive difference for ourselves, the local community, and the wider world.



English at Churchfield

Curriculum Intent

English – Writing

We offer a deep and engaging English curriculum, with real life, meaningful opportunities for writing across different, age-appropriate genres with opportunities to access the written and spoken word in true life contexts as well as nurturing and encouraging creative opportunities, meeting age related requirements of the National Curriculum and allowing the individual to reach their full potential and apply their literacy skills across the broader curriculum. Every child is a writer.

English – Reading

Reading, and developing a love of reading, is paramount at Churchfield Academy. Our newly refurbished and well-stocked library, as well as class reading corners, give our children access to a wide variety of texts. We teach Reading weekly during English lessons using comprehension-based skills across Key Stages 1 and 2, ensuring that our children are equipped with all the necessary skills to become confident, competent readers. We endorse reading for pleasure at the Academy, believing that good readers make good writers; a successful reader can apply their reading skills in everything that they do.

English – Phonics

We use Essential Letters and Sounds phonics scheme to develop our children in the EYFS and KS1, supplying our learners with the solid foundations for word reading and spelling. Children use their phonics skills to plan sentences as their writing skills progress, and reading books are phonetically accessible too. Phonics is a daily lesson, taught in appropriate groupings by ELS trained teachers and TAs, giving our children opportunities to learn tricky words and their phonemes and graphemes.

By the age of 11 it is our intent for every child to be able to:

- take pleasure in all aspects of English;
- read and write with confidence, fluency and understanding, developing a range of independent strategies to self-assess and improve;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;
- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have a suitable technical vocabulary to articulate their thinking.

Curriculum Implementation

Classroom writing situations should emphasize to the children the purpose of Writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.

Shared and modelled writing, taking place within English lessons, allows the teacher to demonstrate good writing practice to the children while using their ideas. Teachers must ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in the children's writing including across the ability groups.

Reading is an important part of the English curriculum in our School. Home reading books are based on the individual's phonics learning, and these are matched carefully. Where children have successfully completed their phonics test, their books are based on the Accelerated Reader reading age. Children are also expected to read for pleasure, having use of our school library and their class library in order to access a wide range of exciting and enriching texts. Any chosen library books along with home reading books are sent home daily along with the child's Reading Record, which is regularly checked by their class teacher and TA's.

Children in our School are encouraged to read widely and our School Library offers the children the opportunity for wider reading through the borrowing of a variety of books. The children have access to the School Library which offers a wide variety of texts to capture interest. The library is staffed by child volunteers, who make recommendations to readers and keep electronic record of who has borrowed what.

Shared reading takes place within English lessons through more challenging texts. Teachers will also share stories with the class displaying an enthusiasm for reading and setting a positive example as a reader. Each class has a 'read aloud for pleasure' text which they read each day separate to their English lessons.

Curriculum Impact

Assessment criteria for Writing can be found on the target sheets within the front cover of the children's English books. This allows children to self assess as well as strive for, and know well, their own targets. Assessment grids in the front of all children's books will demonstrate the progress being made by all learners, along with highlighting any gaps in learning and ensuring that all year group specific objectives are taught throughout the academic year. The impact will be that staff will have a clearer understanding of what they need to teach in writing, lessons will be sequenced from start to finish and there will be a greater level of consistency across all year groups when visiting classes and looking in books.

Half-termly reading assessments are carried out for children who access Star Reader. Those who don't are assessed against their phonics skills or Salford reading age.

Formative assessment takes place during lessons and when marking books in the form of discussion, observation, written and oral feedback. Summative assessment takes place termly logged on DC Pro.

Teachers are set annual targets for their children's progression and attainment as part of their performance management. Pupil progress meetings will be held half termly and assessments against the national criteria.

At the end of Year 1 the children sit the Phonics Screening Test and those who do not pass re-sit it at the end of Year 2.