

English

'I like reading because it is fun and you can learn new things. It makes me feel magical.'

Reading Survey, Year 5 child.

***We are all part of God's vine and are rooted in His rich soil.
We are nurtured and supported so that we may grow and spread out into the world
to love and to serve.***

CURRICULUM STATEMENT

Our intention is to enable all children at Goring Church of England Primary School to experience high quality English teaching. We feel strongly that our rich text-based curriculum equips our children with the knowledge and understanding to be proficient in the spoken and written word. Our aim is to develop their love and understanding of language and literature and their mastery of grammar, punctuation and spelling.



OUR KEY AIMS

- To enable our children to produce high quality outcomes that combine knowledge, accuracy and self-expression
- To make learning meaningful and memorable for all children
- To ensure children have a secure understanding of the spoken and written word, leading to high-quality written and verbal communication.
- To immerse our children in a rich and varied range of texts and develop their love of reading and writing.

READING

At Goring Church of England Primary School, we have a passion for reading. We recognise the transformative impact that being a confident reader can have on a child's learning. Furthermore, educational research has shown how reading for pleasure is vital for academic success, mental health and even later economic success. Our aim, therefore, is to help every child develop a life-long love of reading. We aim to achieve this by ensuring children:

- recognise the value of reading as a life skill
- become enthusiastic and reflective readers by being introduced to good quality books from a variety of cultures and in a range of different styles and formats
- understand a variety of text types including non-fiction, fiction, poetry and drama
- are confident, fluent and independent when reading for different purposes
- reflect on and have an interest in what they have read and the language and punctuation choices made by the author
- use drama and role-play, where appropriate, to become immersed in the text
- have sound phonic awareness and use a 'phonics first' approach to reading
- have a range of strategies to use in order to read and comprehend texts.

Children have a range of opportunities to read during the school day. These include:

- Individual Reading - 1:1 reading with an adult
- Shared Reading - reading the same text together
- Guided Reading - reading in a small group with an adult or reading aloud to the class in a whole-class guided reading session
- Reading across the curriculum – reading in different subject lessons
- Independent reading – having time to read a book of their choice
- Class stories and story-time – listening to and reading a class story.



PHONICS

Phonics teaching is a vital part of English as it teaches children to read quickly and skilfully. At Goring Church of England Primary School, we aim to teach children fluent word reading skills and provide a good foundation in spelling from the earliest opportunity.

During phonics lessons children are taught how to:

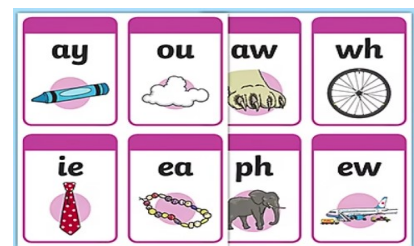
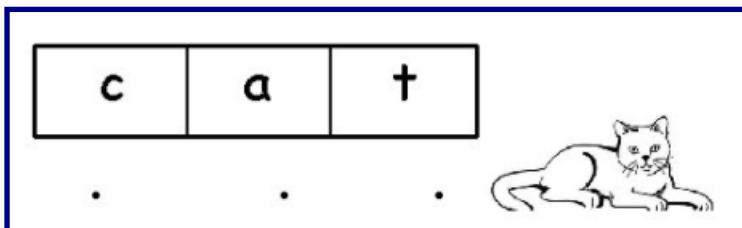
- recognise the sounds that each individual letter makes
- identify the sounds that different combinations of letters make, such as /sh/ or /igh/
- blend these sounds together from left to right to make words.

Children can then use this knowledge to 'de-code' new words that they hear or see. This is the first important step in learning to read.

Research shows that when phonics is taught in a structured way – starting with the easiest sounds and progressing through to the most complex – it is the most effective way of teaching young children to read. It is particularly helpful for children aged 5 to 7. Almost all children who receive good teaching of phonics will learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently, and read for enjoyment. At Goring Church of England Primary School, we follow a Systematic Synthetic Phonics Programme which is split into 6 phases that systematically build on skills and knowledge of previous learning.

Phonics lessons happen daily, either as a whole class or in a small group. They usually last between 20-25 minutes. During the lesson, the children are encouraged to see, say and sometimes write letters and words. A typical phonics lesson will include the following sections:

- Revisit and Review: Practise previously learned letters and oral blending and segmentation
- Teach: Teach a new letter, teach blending and/or segmentation and teach one or two tricky words
- Practise: Practise reading and/or spelling words with the new letter(s)
- Apply: Read or write a caption (with the teacher) using one or more high frequency words and words containing the new letters.



OUR SCHOOL LIBRARY

We have a new purpose-built library for the children to spend time in and enjoy. It is well equipped with a large range of fiction and non-fiction books. Each class visits regularly and the children are encouraged to borrow two books to enjoy at school and at home.



OUR READING SCHEME

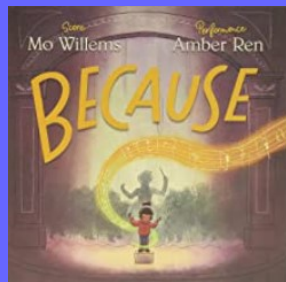
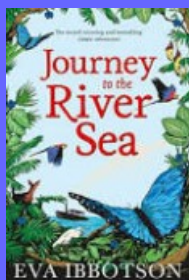
As well as having access to library books, the children in our school are given a book from our school reading scheme. These books are matched to their phonological knowledge and reading ability. The reading-scheme books cover a range of genres and ensure children are reading a wide range of texts. The PTA has helped raise funds to ensure these books are kept up-to-date so the children find them enjoyable to read.



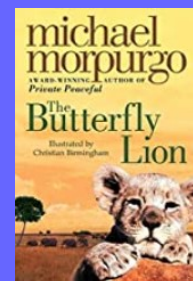
USING CHILDREN'S LITERATURE IN THE CLASSROOM

A range of rich and varied texts are used within each classroom. Core English texts are chosen carefully to ensure they have rich vocabulary, demonstrate relevant grammatical techniques and inspire the children's writing. These texts are often linked to the class topic to promote cross-curricular learning. Other high-quality, age-appropriate texts are used within guided reading lessons. Each child has their own copy of their guided reading texts to maximise engagement and learning. The school also has a reading spine which includes a range of carefully selected texts for each age-group that the children are encouraged to read for pleasure. These texts enable our children to develop culturally, emotionally, intellectually, socially and spiritually.

CORE ENGLISH TEXTS



GUIDED READING BOOKS



READING SPINE BOOKS



WRITING

At Goring Church of England Primary School, we want to enable all children to become skilled writers. We aim to achieve this by ensuring children have:

- A love of writing and an appreciation of its educational, cultural and entertainment values
- Excellent transcription skills that ensure writing is well-presented and punctuated, correctly spelled and neat
- Well-organised and structured writing, which is grammatically correct and includes a variety of sentence structures
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or descriptions
- A vivid imagination which makes readers engage with and enjoy their writing
- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.

Throughout the course of a year, the children will have a plethora of opportunities to write for different purposes, such as to entertain, inform, discuss or persuade.

The English Long-Term Plans ensure that there is a balance of writing outcomes across the school. When children are working on a specific genre of writing, they are taught to think about the purpose and audience of their writing. This helps to embed techniques and vocabulary specific to the genre they are focusing on.

During a unit of work, the children will have numerous opportunities to complete short pieces of writing. These short writes (also known as pre-writes) mainly focus on a specific skill or writing technique. At the end of a unit, the children will complete an extended piece of writing to demonstrate their learning and build their stamina for writing.

Pre-write

Draft

Revise

Edit

Publish

WRITING

There are four key concepts that our teachers base the planning and delivery of English lessons around:

COMPOSITION

Writing with purpose, organising writing appropriately, and editing and reviewing

TRANSCRIPTION

Using grammatical features and punctuating accurately

ANALYSIS AND PRESENTATION

Presenting writing neatly and spelling correctly

SPEAKING AND LISTENING

Listening carefully and understanding; speaking with clarity and structure; holding conversations and debates



WHAT DOES THIS LOOK LIKE?

Our children:

- take pride in their work and write fluently with cursive handwriting
- are able to integrate different grammatical features into their work and write for a range of purposes
- make use of editing and peer-assessment to improve their writing
- transfer their understanding of how to write effectively into other areas of the curriculum.

Our learning environment:

- showcases examples of high-quality children's writing to celebrate and inspire
- includes key vocabulary from class texts to develop and extend children's writing
- displays year-group-specific spelling and grammar aids to support our children
- includes teacher's modelled writing to promote continuous cursive handwriting and relevant writing techniques.

Our children's English books:

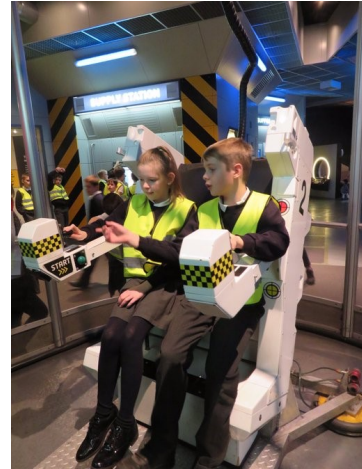
- demonstrate excellent presentation skills, with the date and learning objective written at the start of each piece of work
- demonstrate clear evidence of learning over time and show that learning is suitably challenging
- show that children are developing writing stamina and can write at length, in line with age-related expectations
- show that children are given opportunities to edit and improve their work and respond to their teacher's marking and feedback.

ENRICHMENT OPPORTUNITIES

Goring Church of England Primary School has a diverse enrichment offering for all children. Classes go on trips to exciting places that inspire writing, drama and debate, such as The National Space Centre, Bletchley Park and Warwick Castle.

We regularly invite visitors, including authors, into our school to help inspire our young writers, and our annual World Book Day is a highlight of the school calendar.

Each year, we also host English INSET training to provide all our staff with further ideas and inspiration to support their teaching.



CONTRIBUTING TO THE WIDER WORLD

It is always very rewarding to see our children become articulate and considerate members of our community and the wider world.

The children have the opportunity to participate in celebrations for Harvest, Christmas and Easter and other annual events. The oldest children also participate in our spectacular end-of-year play and always deliver a polished and engaging performance to a packed audience. In these wonderful celebrations of learning, our children learn to communicate with the wider community with purpose, clarity and respect.

The older children regularly write articles which are published in the local parish news. This gives them a real purpose for writing and is a chance to demonstrate and share their wonderful writing.

New school library

On Friday 11 June, Goring Church of England Primary School opened their brand new school library and it is now being used regularly by the pupils with great enjoyment. The library has been in the pipeline for a while and the school are so pleased it is now open for all the children to enjoy. Each class visits the library regularly and spends time in this relaxing new environment. With over 3,000 books, the library offers a wide variety of books for all ages. This includes an extensive range of picture books and chapter books for older readers. There is also an impressive non-fiction section as well as a book cover dedicated to poetry books. The library is really well organised and there is a new library system where children have to scan over the books they are borrowing.

Inside the library there are soft and comfortable sofas and some very colourful and fluffy rainbow rugs. Brightly coloured chairs and stools are dotted around the room providing many spaces for children to sit and read their books. There is also a suggestion box so children can recommend books that would be good to include in the new library.

Here is an interview, conducted by Scarlett Dobson, with Philippa Holman and Dexter Smith from Year 6:

Q: What do you think about our new school library?

A: I love the comfortable sofas because they are amazing to sit on and read your books. It has introduced me to some incredible books, which I would not have found if it was not for the new library. I have also found many books that I can recommend to others.

Q: What books would you currently recommend to others?

A: I have borrowed many wonderful adventure books already from the library. The best ones I would like to recommend now are called, *Assistance Runners*, *Hero on a Bicycle*, and *Rain Wild*.

Q: In my view, our new library is outstanding but what do you think about it and what would you rate it out of 10?

A: I totally agree with you and would rate it 10/10. The new library system is very clever and I like how COVID-19 safe it is as all the books are isolated after children have borrowed them before they are returned to the shelves. There are also loads of seating areas and beautiful pictures.

Q: Where is your favourite place to sit in the library?

A: The sofa in the middle of the room. It fits well and I like how colourful it looks.

Q: So, how do you think the new library will impact our school?

A: For me personally, I find it has really helped my reading. I know that reading helps develop my vocabulary so I think the library will help me in English. I know the pupils in school enjoy reading and will often spend hours enjoying a good book and I have to admit that happens to me often.

The children in Year 6 would like to say a special thank you to Mrs Grey, Mrs Hewlett and Mrs Wibberley for all their creativity and hard work to create the new library. They have brought the library to life and made it a lovely place to spend time. We would also like to say thank you to the PTA for all of their fundraising efforts because without their help the library would not have been possible.

Written by Year 6



The library entrance

Photo: Hannah Grey



Inside the library

Photo: Hannah Grey

A recent article in the Goring Gap News about our new library.

ASSESSMENT, MONITORING & MEASURING IMPACT

MARKING AND FEEDBACK

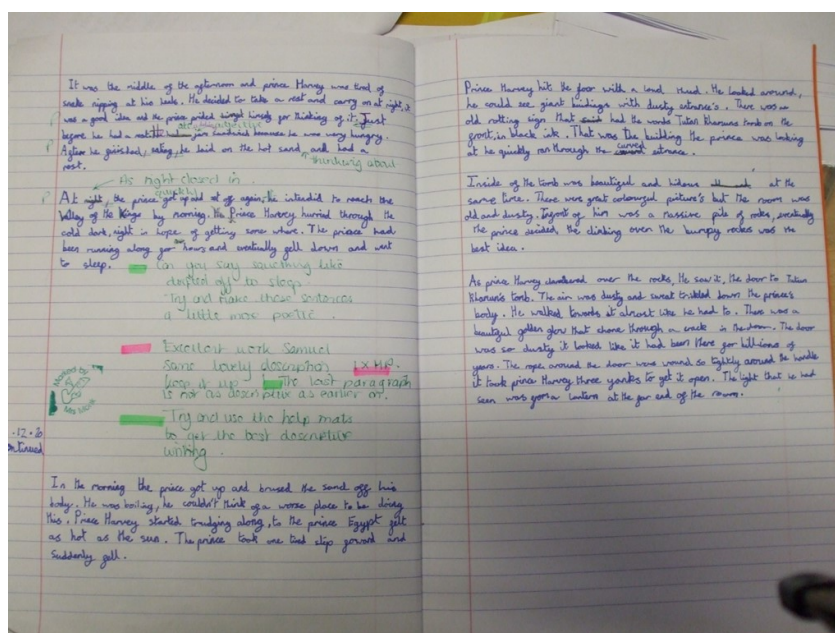
Children are given regular and meaningful written and verbal feedback. When written feedback is given, children are given time to respond so that they are clear about their next steps.

ASSESSMENT OF LEARNING OPPORTUNITIES

Teachers make use of differentiated questioning and mini- and end-of-lesson plenaries to gauge individual and whole-class understanding.

SELF- AND PEER- ASSESSMENT

When appropriate, children make use of self- and peer-assessment. For example, at the end of a piece of writing, children may evaluate each other's work and identify areas for improvement. Children use a purple pen to edit their own work.



BOOK MONITORING

Children's English books are looked at regularly by all teachers during staff meetings. This allows teachers time to reflect on their practice and to learn from one another. The senior leadership team takes this opportunity to ensure outcomes are in line with expectations and that there is consistency across the school.

DEEP DIVES

The English co-ordinator completes regular deep dives. These provide an opportunity to observe lessons, talk to children, review planning and teaching and review strengths and areas for improvement across the school. After a deep dive is completed, a report is written and shared with staff and governors. Any actions that are required are then implemented in a timely fashion.

DATA

Summative data is collected three times a year. This data is analysed in order to identify any trends or necessary actions. National Statutory Assessments (Reception Baseline, Phonics Screening, KS1 and KS2 SATs) also provide valuable summative data which is shared with parents.

