



English at Quainton

Intent

At Quainton Primary School, we are committed to providing our children with an active, topic based and vocabulary rich curriculum that has a clear intention and impacts positively upon their needs. Our school is committed to providing all pupils with the best possible learning opportunities, using teaching strategies which are proven to be effective and evidence based. We have put in place many changes this last year which have already impacted on the quality of English across the school, yet we continue to look to improve our delivery and will not stop in our ambitions for continual improvement.

Reading needs to be at the heart of learning in order to inspire children to become lifelong readers. If education is to be, as Amanda Spielman said, 'about broadening minds, enriching communities and advancing civilisation...leaving the world a better place than we found it', then reading is one of the most powerful tools to achieve this.

Children who enjoy reading and can read well by the age of 11 have the door opened to new discoveries and wider interests, to knowledge, creativity and confidence. Reading is the key to unlocking every child's full potential and opens up a world of possibilities. (Kayte Lawton & Hollie Warren – 'Read On. Get On.' campaign)

Implementation

What a typical English lesson might look like

- Teachers provide children with active opportunities during the lessons.
- Teaching English through a class text linked to the topic
- Reading skills lessons 3 times a week in KS2 - following the pattern below:

Day 1	Focus on a WCR skill (from the skills progression sheet) and teach how to answer questions based on this. Read an extract/chapter from the class text and begin to discuss potential 'focus skill' questions that could be asked as you read the text together.
Day 2	Focusing on the chosen skill, children to read an extract/chapter of text and apply learning from the previous session.
Day 3	Chosen text/alternative short text with a focus on a variety of different questions (Not just the skill that was identified for teaching and learning in the first two sessions).

- KS1 (Year 2) begin to introduce the children to the model as stated above.
- Reading scheme which was introduced to the school in 2021, is now in use across the school.
- Writing is based on 2/3 week units that end in an independent piece of writing. Lessons are planned to teach the skills specific to that genre of writing with a key focus on audience and purpose i.e. who are you writing for and why.
- As with reading, our writing progression grids are used to build on previous learning and ensure coverage throughout the year.
- The purpose and audience is explicitly clear - stated on the Writing Skills Sheets which are present at the start of each new writing unit.
- Genre taught through modelling, teaching of specific features, related SPaG etc.
- Reflecting, editing and improving is a key element. Children from Year 1 upwards must be well-versed in editing and improving their writing. Not just 'check your work' but a specific focus on editing and improving i.e. Check your first paragraph – can you add an embedded clause, can you choose better adjectives, add an adverb, more interesting verbs etc
- Weekly spellings set for class and tested.
- Handwriting – we use a variety of resources to support the varying cohorts of children at Quainton. The set structure, based on research, means that children in EYFS and Year do not write cursively. As the children progress through the school, a cursive handwriting style is taught so that they are well-placed to meet the end of Key Stage 2 expectations.
- Children given the opportunity to discuss with peers - think, pair and share.
- A cross curricular approach to ensure engagement.
- Use of carefully planned variation and prior learning to enable pupils to benefit from making links within and between their learning

Phonics at Quainton

Here at Quinton School, we aim to create a love for Reading, Writing and Spelling through the consistent approach of Phonics teaching. We want every child to leave the school with the skills of an outstanding reader, writer and speller.

We utilise Rocket Phonics, a systematic approach for teaching children to read using phonics. .

As they develop through their knowledge and understanding of Phonics, alternative pronunciations and spellings will be introduced in Year 1 before moving onto spelling rules in Year 2.

Phonics is delivered daily as an explicit lesson in EYFS and KS1 following the same structure. We have a whole class approach to ensure the children, whatever level they may be, do not miss out on any new sounds. Children will also be provided with intervention, if required, to ensure they catch-up.

Our reading scheme, Rising Stars' Reading Planet, carefully matches each child's reading book with their present phonological understanding.

Children are assessed half-termly on their Phonics knowledge which is then used as the basis for any intervention.

Phonics Expectations 2022/23

- Rocket Phonics programme to be taught in EYFS and Year 1 and Year 2
- Daily phonics lessons to be taught for a minimum of 30 minutes following the structure: Revisit/review, teach, practise, apply, assess. Ensure the objective of the lesson is shared with the children. Whole class teaching for revisit/review, teach, practise, differentiated tasks provided for apply part of lesson.
- Rocket Phonics resources to be used during phonic sessions to support learning - cards and mats.
- EYFS to use Makaton signing to support the teaching of phonics. Signs to be mounted on the back of the flashcards and videos for parents uploaded on to tapestry to ensure continuity.
- Children need to be given opportunities during the week to use paper when practising their phonics skills. This will help develop their posture when sitting at a desk, ensuring a good pencil grip (this needs to be modelled) and control.
- Letter formation is to be reinforced when learning new phonemes using letter join formation. Cursive handwriting to begin in Year 2.
- Words and sentences that children are asked to write in phonics should be dictated.
- Uppercase and lowercase letters should be taught.
- Tricky words to be taught in accordance with the progression grid.
- Half termly assessments to be completed. Highlight lowest 20% and identify support in place. Assessment results to be recorded in tracking grids half termly.
- Assessments to inform reading level on the Rocket Phonics scheme. Children should only be given books that are phonetically decodable and match their phonetic ability.

- Children who require further support with phonics outside of EYFS and Year 1 will be assessed and their level of need will determine the course of action. When pupils are using phonics sounds as a reference point they are to use the sound cards/mats that were used when learning phonics. If pupils require intense phonic work due to poor decoding skills, the

new Rocket Phonics scheme should be taught and accompanying resources used, including the use of decodable books.

How we support pupils facing difficulties

In some classes you will see pre-teaching interventions taking place to give the children who have been identified as needing more support confidence and knowledge to access the learning. Teachers use marking and assessment to identify which children need more support and intervention. Within lessons, the children who are in need of further scaffolding, teachers and teaching assistants will be working with groups to ensure they are supported and accessing the learning. However, some children will need additional support.

How we support the learning of “more-able” pupils

Deepening understanding and analytical thinking through challenging reading activities, comprehension questions and writing tasks. Ensure independent and teacher-led activities covering all English curriculum objectives. Enrich pupils' reading with high-quality text extracts covering fiction and non-fiction across a range of text types.

Staff support and training

English across school has many facets: from phonics, writing and of course reading. We aim to ensure that our staff are provided with the opportunities to understand our approach through regular training and support.

- School insets that have addressed English expectations and whole school phonics
- On-going CPD and personalised support to identify and address issues as they arise

Impact

Recording attainment and progress

At the end of each lesson, teachers use a variety of ways which suit them to identify which children have struggled and need additional support. This information is used to inform teacher assessment. Summative assessments are also carried out termly to support teacher judgements. The information is then recorded on Target Tracker. Target Tracker allows the teachers to carry out individual and class gap analysis to inform strengths and weaknesses and is used by school leaders to monitor pupil attainment and progress.

As stated above, the implementation of English teaching is an evolving process and we regularly reflect on our practice. In the words of the African proverb, if we want to go fast, we go alone but if we want to go far we go together. This applies equally to pupils and staff.

National Data

Key Stage 1 Attainment:

Number in Y2 Cohort: 19

Teacher Assessment	% of pupils reaching the Expected Standard and at Greater Depth			% of pupils reaching Greater Depth	
	2019	2022	Nat Av. 2022	2019	2022
English Reading	68%	79%	68%	18%	21%
English Writing	68%	79%	68%	18%	21%

Key Stage 2 Headlines

Number in Y6 Cohort: 30

Test Results / Teacher Assessment	% of pupils working at the Expected Standard + (inc at Greater Depth)			% of pupils working at Expected Standard (inc at Greater Depth) RWM Combined	
	2019	2022	Nat Av. 2022	2019	2022
English Reading	71%	70%	74%	59%	50% (Nat av. 59%)
English Writing (TA)	76%	73%	69%		
Mathematics	67%	70%	71%		
SPAG	67%	67%	72%		

Test Results / Teacher Assessment	% of pupils working at Greater Depth		% of pupils working at Greater Depth in RWM Combined	
	2019	2022	2019	2022
English Reading	19%	13%	0%	3%
English Writing (TA)	0%	3%		
Mathematics	14%	20%		
SPaG	10%	17%		

Internal Data Reading

Year 1 (25 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Reading	1 (4.0%)	1 (4.2%)	1 (4.2%)	15 (62.5%)	7 (29.2%)	0 (0%)
Year 2 (26 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Reading	0 (0%)	6 (23.1%)	3 (11.5%)	14 (53.8%)	3 (11.5%)	0 (0%)
Year 3 (20 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Reading	0 (0%)	1 (5.0%)	5 (25.0%)	11 (55.0%)	3 (15.0%)	0 (0%)
Year 4 (21 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Reading	4 (19.0%)	3 (17.6%)	2 (11.8%)	11 (64.7%)	1 (5.9%)	0 (0%)
Year 5 (25 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Reading	0 (0%)	8 (32.0%)	4 (16.0%)	9 (36.0%)	4 (16.0%)	0 (0%)
Year 6 (29 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Reading	0 (0%)	7 (24.1%)	3 (10.3%)	8 (27.6%)	11 (37.9%)	0 (0%)

Internal Data Writing

Year 1 (25 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Writing	1 (4.0%)	0 (0%)	3 (12.5%)	16 (66.7%)	5 (20.8%)	0 (0%)
Year 2 (26 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Writing	0 (0%)	5 (19.2%)	8 (30.8%)	13 (50.0%)	0 (0%)	0 (0%)
Year 3 (20 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Writing	0 (0%)	5 (25.0%)	3 (15.0%)	11 (55.0%)	1 (5.0%)	0 (0%)
Year 4 (21 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Writing	3 (14.3%)	2 (11.1%)	6 (33.3%)	10 (55.6%)	0 (0%)	0 (0%)
Year 5 (25 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Writing	0 (0%)	8 (32.0%)	5 (20.0%)	11 (44.0%)	1 (4.0%)	0 (0%)
Year 6 (29 pupils) Aut2 22-23	Missing Assessment	Below	Risk	At	Above	Significantly Above
Writing	0 (0%)	10 (34.5%)	4 (13.8%)	13 (44.8%)	2 (6.9%)	0 (0%)