



Rushbury C of E School

Curiosity, Respect, Perseverance, Friendship

What English Looks Like in Our School

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Curriculum (Intent)

What English looks like in our school:

Children

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary - research shows that vocabulary and reading is the key to learning success.
- develop the stamina and skills to write at length, with accurate spelling and punctuation
- can plan, revise, and evaluate their writing
- appreciate our rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences
- use discussion to learn; they should be able to elaborate and clearly explain their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others, and participating in debate.

This is our philosophy:

We believe that a thorough grasp of literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a fulfilled member of society.

We believe that a quality English curriculum should develop children's love of reading, writing and discussion.

We want to inspire children to be confident in the arts of speaking and listening, and who can use discussion to develop their learning.

We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often.

We recognise the importance of nurturing a culture where children take pride in their writing so they can write clearly and accurately and adapt their language and style for a range of contexts.

We do this through:

- Children learning through exploring different texts whilst acquiring new skills
- High quality modelling and scaffolding of the skill leading to high quality work
- Cross-curricular links wherever possible.

Teaching (Implementation)

This is how it works:

We have a rigorous and well-organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. This curriculum is supported by a broad application of skills for a wide range of purposes/audiences beyond the classroom: independently researched and written, whole-school presentations from Year 3 upwards; writing for Bookfest's Readers to Writers annual competition; plays and performances at least twice a year; writing trip and sports fixture reports; correspondence with outside bodies.

Writing is also widely covered in other curriculum areas with equal rigour.

We use a wide variety of quality texts and resources to motivate and inspire our children overlapping with topic coverage and standalone.

Units of work are delivered using high quality texts and children in all year groups are given varied opportunities for writing.

The text level work is usually taken from an illustrated book as a vehicle for the investigation and deployment of NC-appropriate grammar, vocabulary, and punctuation. The children will be immersed in the text, completing tasks based on the developing story covering a variety of genres of writing. Skills are built up through repetition within the units, and children apply these skills in the writing activities provided culminating in a written piece in a specific genre or form.

Many opportunities for widening children's vocabulary are given through the units of work approach as well as through their weekly spellings. This builds on the extensive work we do in school to provide our children with a rich and varied vocabulary.

In addition to the writing programme, pupils have weekly discrete grammar and spelling lessons, focussing on teaching new elements as identified for each year group in the National Curriculum.

Every child has daily, timetabled Reading For Pleasure to enjoy a book or text of their choice, in addition to having a class book read to them daily. This is a whole class approach, focussing on the development of the children's understanding of vocabulary, inferential and deductive skills, and their confidence in answering questions about their own reading as well as time given for class comprehension work.

To maintain a clear awareness of each child's progress, we assess regularly. On a termly basis, in Years 1 to 6, we assess our children's writing against national standards using writing in the children's books, not just their English books but across the curriculum. The writing is graded as being below the expected level, at the expected level or greater depth (the higher level for Year 6). Writing is assessed by our teaching staff and moderated by all teaching staff and teachers from our local cluster schools.

Reading and comprehension levels are assessed on a termly basis, across the school and marked against national standards.

From Year 1 through to Year 6 children are given weekly tests based on the stage-appropriate spellings they have been learning in class.

In Years 3 to 6, we assess our children's spelling, punctuation and grammar against national standards on a half-termly basis using '*Rising Stars*' short written assessments. Children's spelling, punctuation

and grammar is graded as being below the expected level, at the expected level or greater depth (higher level-Year 6).

In Reception, children are assessed against the Early Learning Goals. These assessments take place throughout the year. At the end of the academic year, Reception children are graded against these goals. Children who reach the expected level are identified as having a good level of development for their age.

In Year 1, children take the national phonics screening check in June. It is designed to give teachers and parents information on how their child is progressing in phonics. These checks help staff to identify children who are not making expected progress. High-quality intervention is provided to support learning for those who need it.

At the end of Year 2 all children are assessed internally in grammar, spelling, punctuation and in reading in preparation for KS2.

In the summer term of Year 6, the standard national assessments for KS2 take place including writing, reading, grammar and punctuation, and spelling. Forming part of the national SATs, Year 6 writing is moderated by our teachers, local teachers, and local authority moderators. Writing assessments include handwriting.

Year 6 punctuation and grammar papers, in addition to spelling papers, are sent off to be marked externally and are graded as being: below the expected level, at the expected level or at a higher level. The national reading tests are also marked externally

Achievement (Impact)

This is what you might typically see:

- Happy, confident, enthused learners.
- Independent, paired and group work.
- Inspiring displays of work.
- A range of different activities in addition to reading and writing: acting; performance poetry; presentations; debating.
- Engagement and perseverance.
- Self-motivated children.

This is the impact of the teaching:

- We have a community of enthusiastic readers and writers who enjoy showcasing their developing literacy skills.
- Children who are equipped with a range of skills and techniques to explain themselves, articulate a case and understand that of others.
- They are confident to take risks in their writing, and love to discuss and share their ideas.
- Pupils can write in different styles, for different purposes and for different audiences.
- Children who read for pleasure but possess the skills to read for purpose and knowledge.
- The children have a sound knowledge of the spelling rules and have the confidence to attempt unfamiliar words.

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