English Planning and Assessment Statement

The teaching of English at Roose incorporates a number of elements including reading, writing, spelling, punctuation and grammar and handwriting. Due to this subject being central to the curriculum; most aspects are planned for and taught daily. The assessment of English takes many forms, including formative assessment – to inform planning and summative assessment which takes place at the end of the term.

Planning

At Roose we follow our own long term plan for English whilst carefully ensuring all the National Curriculum objectives are covered and followed. Our long-term plan incorporates a range of genres; within the categories of fiction, non-fiction, poetry and plays. We teach and plan our English curriculum through choosing quality texts to inspire the children and we try to tailor the books we study depending on the interests of the children in our class. Teachers plan in detail and include differentiated lessons and activities so all children achieve and are challenged. Children are given opportunities to develop their own independent reading skills through a daily session and teachers plan and deliver focused guided reading sessions for small groups to develop comprehension and understanding.

Additional opportunities

We plan and provide additional opportunities for all pupils, linked to our English curriculum. We invite theatre companies in to perform and hold specialist book days and weeks. We invited authors, poets and illustrators to school to work with and inspire the children. There is an expectation on pupils that the skills learnt in English will be transferred across the curriculum. School visits take place to the local library or to places further afield with English links, like Wordsworth House, Beatrix Potter’s house. Children take part in drama and plays and have had opportunities to perform Shakespeare at Blackwell House, Widnermere.

Monitoring

English lessons are observed in all classes each term by the head teacher or myself as the subject leader. This provides staff with an opportunity to develop their practice and work with colleagues as and when necessary. I am an SLE (Specialist Leader for Education) for English and this provides me with opportunities to attend additional training courses and visit and work with other schools, developing our knowledge and practices. A book scrutiny takes place twice a year to ensure that objectives and genres are covered and that standards are maintained and improved. As a staff, we moderate writing together regularly and with other schools.

Assessment

Children take part in a range of assessment activities. This may occur formally through reading, spelling and grammar tests or writing assessments at the end of each term. It also takes place informally through reading, guided reading and work completed in books. This allows us to plan for and support children’s individuals needs and track pupils across the school using our online tracking system. This ensures that all individual pupils are making the expected progress and pupils can be given additional support as necessary.

I attend regular English subject leader meetings and conferences to keep informed of new and exciting ways of teaching. As a school we have been involved in many exciting English projects over the years which have had a positive effect on the learning of our children.