**Primary English and Literacy Team**

**Summary and Support Document**

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| Findings from ***Telling the Story*** Report [**https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report**](https://www.gov.uk/government/publications/subject-report-series-english/telling-the-story-the-english-education-subject-report) | Support from the Primary English Team | Notes  |
| **Fluency, Comprehension and Reading for Pleasure** Schools prioritise reading and make sure that the curriculum develops pupils’ reading.Leaders understand the impact of being able to read fluently, and choosing to read, on pupils’ future academic success and life-long well-being.Once pupils are able to read accurately, schools are less clear about how to build fluency and comprehension.Some schools are effective in continuing to develop pupils’ reading fluency once they can decode. They provide pupils with lots of opportunities to read aloud and be read to, so they learn how to control the pace and intonation in their reading. In other schools, leaders recognise the importance of reading fluently but are not clear about how to make sure that pupils are successful.Leaders are determined to develop a whole-school culture where reading is valued and enjoyed. However, pupils’ attitudes to reading vary between and within schools. Most schools prioritise time for pupils to read and talk about books. Story time is a regular feature in Reception and key stage 1 classrooms. In other key stages, even when timetabled, reading does not happen as often as intended.Leaders arrange additional teaching for pupils in key stages 2 and 3 who are not yet reading fluently. Too often, however, this teaching does not directly address their knowledge gaps and is not frequent enough for them to catch up quickly. Some secondary schools do not do enough to help weaker readers catch up with their peers. | Course Programme <https://www.lancashire.gov.uk/lpds/courses/?subject=ENG>All course content can be delivered in school as twilights or INSET days. * Focus on Fluency
* Lancashire Reading Partners: a one-to-one reading approach designed to develop word reading, fluency and comprehension
* Supporting One to One Reading in Primary Schools
* Red Rose Letters and Sounds Reading Approaches
* Red Rose Bounce Back Phonics
* Developing a Reading Culture in Primary Schools
* Getting Everyone Reading Conference with Dr Sarah Moseley

Publications * Developing Active Comprehension

<https://www.lancashire.gov.uk/lpds/publications/details/?id=1038>* Reading Domain Cards – KS1 and KS2

<https://www.lancashire.gov.uk/lpds/publications/details/?id=1027><https://www.lancashire.gov.uk/lpds/publications/details/?id=1028>* Learning and Progression Steps for Reading in Reception

Red Rose Letters and Sounds <https://www.lancashire.gov.uk/lpds/publications/details/?id=1213><https://www.lancashire.gov.uk/lpds/publications/details/?id=1243>* Learning and Progression Steps for Reading in Reception

For use with any phonics programme <https://www.lancashire.gov.uk/lpds/publications/details/?id=1222><https://www.lancashire.gov.uk/lpds/publications/details/?id=1244> |  |
| **Phonics** An increased emphasis on reading (through government policy and Ofsted’s focus on how well schools teach pupils to read) has helped leaders to understand the importance of teaching systematic synthetic phonics. Compared with our findings in previous reports, this represents an overwhelmingly positive shift towards having all children reading by the end of key stage 1.All primary schools visited teach pupils to read using a consistent systematic synthetic phonics programme. Most teach phonics daily to all pupils from the beginning of Reception to the end of key stage 1. Schools have invested in phonics programmes and training so that teachers know how to teach pupils to read.Pupils practise word reading using decodable books that match the sounds they know.However, when there are weaknesses in phonics teaching, some pupils in Reception and key stage 1 struggle from the beginning. Schools do not always identify or address this. | Course Programme <https://www.lancashire.gov.uk/lpds/courses/?subject=ENG>Some course content below can be delivered in school as twilights or INSET days.* Red Rose Letters and Sounds
* Red Rose Letters and Sounds – Teaching through the Phases
* Red Rose Letters and Sounds Phase 1 (suitable for non-Red Rose schools)
* Red Rose Y2 Spelling Programme Package
* Red Rose Letters and Sounds Reading Approaches
* Red Rose Bounce Back Phonics

Red Rose publications: <https://www.lancashire.gov.uk/lpds/publications/?subject=RED> |  |
| **Vocabulary** Schools use a range of approaches to introduce new vocabulary. This includes teaching vocabulary through the texts studied to improve comprehension. However, while key vocabulary is identified and taught, this is not necessarily embedded through repeated practice in different contexts. Often, pupils do not remember to use the vocabulary in their written and spoken language. | Course Programme <https://www.lancashire.gov.uk/lpds/courses/?subject=ENG>* Developing Spoken Language Approaches to Underpin a Quality English Curriculum
* Support for developing vocabulary approaches in English and across the wider curriculum is available. Contact nicola.martin@lancashire.gov.uk to book a consultancy, twilight or INSET session.
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| **Spoken Language** Few schools design or follow a curriculum to develop pupils’ spoken language. Schools are not always clear about how to teach the conventions of spoken language that enable pupils to speak competently in a range of contexts. Teachers often attribute pupils’ weaknesses in speaking to a lack of confidence rather than realising that they have not been taught what they need to know about the topic under discussion to be able to form and articulate worthwhile contributions. | Course Programme <https://www.lancashire.gov.uk/lpds/courses/?subject=ENG>* Developing Spoken Language Approaches to Underpin a Quality English Curriculum
* Placing Communication and Language at the heart of Early Years
* Talk Programmes:

Talk Nursery, Talk Reception, Talk One, Talk Two, Talk Three, Talk Four, Talk Five, Talk Six Publication * Key Learning in Spoken Language

<https://www.lancashire.gov.uk/lpds/publications/details/?id=1111> |  |
| **Curriculum Mapping or Pathway**English is not always valued as a subject in its own right. English has an important role as a distinct subject, as well as being a medium for teaching and serving other subjects. However, schools sometimes only focus on its supporting role, and this results in a weaker and less coherent English curriculum.Too often, schools choose texts to study in English lessons based on their link to other curriculum areas, rather than on how they might advance pupils’ knowledge of English language and understanding of literature. Primary schools often make choices based on links to themes being taught in other subjects and to wider issues, such as climate change and healthy eating. While this may be appropriate for additional texts read at other times of the day, the choice of texts for English lessons should be based on literary merit. These texts should also increase in complexity over time.Schools allocate significant time to the subject. However, in some schools, this time is not always used productively, most commonly in key stage 1. In these schools, pupils carry out time-filling activities that lack purpose and do not help them to make progress in English.At key stage 3 especially, schools offer a broad literature curriculum. Leaders choose texts carefully, based on literary merit and how they contribute to a broad and rich understanding of a range of themes. This prepares pupils to read increasingly challenging texts over time.Schools are often unsure how to help pupils who arrive at secondary school unable to read and write fluently. Teachers do not always identify and teach the specific aspects of reading and writing that pupils are finding difficult. Sometimes, the activities given to pupils mask, rather than address, skills they need to improve and practise. For example, providing tasks that reduce the need to write does not help pupils to improve their handwriting. These pupils are often not making the rapid progress needed. | Course Programme <https://www.lancashire.gov.uk/lpds/courses/?subject=ENG>* Talk Programmes:

Talk Nursery, Talk Reception, Talk One, Talk Two, Talk Three, Talk Four, Talk Five, Talk Six * Leading Writing in Primary Schools: A Toolkit for English Subject Leaders

Contact nicola.martin@lancashire.gov.uk for bespoke curriculum mapping support as an in-school consultancy. Publications to support planning English Units * English Planning Units for Y1 – Y6

 Autumn <https://www.lancashire.gov.uk/lpds/publications/details/?id=907> Spring <https://www.lancashire.gov.uk/lpds/publications/details/?id=941> Summer <https://www.lancashire.gov.uk/lpds/publications/details/?id=982>* The Highway Rat Y1 or Y2 English Unit Planning

<https://www.lancashire.gov.uk/lpds/publications/details/?id=1215>* The Hundred and One Dalmatians Y3 or Y4 English Unit Planning

<https://www.lancashire.gov.uk/lpds/publications/details/?id=1214>* Goodnight Mister Tom Y5 or Y6 English Unit Planning

<https://www.lancashire.gov.uk/lpds/publications/details/?id=1227>* Bridging Units for Y1-Y6 <https://www.lancashire.gov.uk/lpds/publications/details/?id=1057>
* English Unit Planning for Y2 – Aladdin

 <https://www.lancashire.gov.uk/lpds/publications/details/?id=1090>* English Unit Planning for Y6 – Wonder

<https://www.lancashire.gov.uk/lpds/publications/details/?id=996>* English Unit Planning for Y6 – The 1000 Year Old Boy

<https://www.lancashire.gov.uk/lpds/publications/details/?id=1093>* English Unit Planning for Y6 – The Lion and Albert

 <https://www.lancashire.gov.uk/lpds/publications/details/?id=1260> |  |
| **Key Writing Skills** Schools teach grammar, sentence structure and punctuation explicitly. However, pupils do not always get enough practice to secure this knowledge. For example, oral composition is rarely used to practise using grammatical conventions and different sentence structures. Pupils’ books show that fundamental errors go unnoticed and persist over time.Most schools do not give pupils enough teaching and practice to gain high degrees of fluency in spelling and handwriting. Teachers rarely use dictation as a tool to help pupils practise spelling and handwriting. In many schools, pupils are expected to carry out extended writing tasks before they have the required knowledge and skills.Secondary schools do not always identify the grammatical and syntactical knowledge to be taught for writing, and so do not build on what has been taught at primary school. Instead, written tasks are often modelled on GCSE-style assessments.In some primary and secondary schools, leaders systematically plan for spelling and punctuation to be taught and revisited. In others, spelling needs are left for teachers to determine and address at an individual or class level. It is not uncommon to see the same inaccuracies repeated in books, including the basics, such as capital letters and full stops. | Course Programme <https://www.lancashire.gov.uk/lpds/courses/?subject=ENG>Some of the course content below can be delivered in school as twilights or INSET days.* Building Sentence in KS1
* Building Stronger Sentences in KS2
* Grammar in Action for Lower KS2
* Grammar in Action for Upper KS2
* Leading Writing in Primary Schools: A Toolkit for English Subject Leaders
* Red Rose Y2 Spelling Programme Package
* Fast Forward Grammar 2
* Fast Forward Spelling
* EYFS – Can we Write? Yes we Can!

Publications * The Primary Sentence Toolkit

<https://www.lancashire.gov.uk/lpds/publications/details/?id=1252>* Sentence Construction Grammar and Punctuation Exemplification

 <https://www.lancashire.gov.uk/lpds/publications/details/?id=1001> |  |
| **Assessment** Leaders in most schools know that it is important to ensure that pupils read increasingly complex texts to develop reading comprehension. They recognise that comprehension comes from accessing a wide range of texts and encountering different forms and concepts and includes having a wide knowledge of the world. However, in some schools, completing national curriculum test and exam-style questions is the main, extremely limited, method of improving pupils’ reading fluency and comprehension.Some schools expect pupils to repeatedly attempt complex tasks that replicate national curriculum tests and exams. This is at the expense of first making sure that pupils are taught, and securely know, the underlying knowledge they need. Some pupils are given considerable help to access these complex tasks, wasting precious time and resources on activities that do not result in them making progress.Summative assessment in secondary schools has improved. Teachers now focus more closely on assessing what pupils have learned from the taught curriculum. However, in both primary and secondary schools, ongoing formative assessment is not used well to help teachers gain a reasonable sense of what pupils have learned or whether pupils are ready for the next step in the teaching sequence. This means that important errors and misconceptions can go unrecognised and be unaddressed.In some primary and secondary schools, preparation for external assessments distorts the curriculum. For example, at key stage 3, schools often encourage excessive practice of a narrow range of writing structures to prepare pupils for GCSEs. | Course Programme <https://www.lancashire.gov.uk/lpds/courses/?subject=ENG>* Y1 writing moderation to support teacher judgements
* Y3 writing moderation to support teacher judgements
* Y4 writing moderation to support teacher judgements
* Y5 writing moderation to support teacher judgements
* Y2 Making and Moderating Judgements to support end of KS1 – life after statutory assessment
* Y6 Making and Moderating Judgements against the Teacher Assessment Framework
* Think like a Moderator for KS2

Assessment and moderation support for reading and writing is available to book as a consultancy for all year groups. Contact nicola.martin@lancashire.gov.uk to book.Publications * Developing Active Comprehension

<https://www.lancashire.gov.uk/lpds/publications/details/?id=1038>* Reading Domain Cards – KS1 and KS2

<https://www.lancashire.gov.uk/lpds/publications/details/?id=1027> <https://www.lancashire.gov.uk/lpds/publications/details/?id=1028>* Key Learning in Reading and Writing linked to KS1 and KS2 Assessment Expectations in Reading and Writing

<https://www.lancashire.gov.uk/media/950877/key-learning-linked-to-taf.pdf>* Website documents to support assessment:

<https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/english-and-literacy/reading-and-writing/> |  |
| **Continuing Professional Development** All those teaching phonics in Reception and key stage 1 receive training, either through the phonics programme or by other trained leaders. Beyond phonics, there is little training for primary teachers to build their professional knowledge about English literature and language.In both primary and secondary schools, continuous professional development (CPD) focuses mainly on assessment and moderation practices. As a result, some teachers have a disjointed and narrow understanding of the subject. | Course Programme <https://www.lancashire.gov.uk/lpds/courses/?subject=ENG>* Teaching a Unit of Work in English in Y1/Y2/Y3/Y4/Y5/Y6
* Talk Programmes
* Aiming High in Y3/4
* Aiming High in Y5/6
* Termly Headteacher Briefings for English and Maths
* Termly English Subject Leader Network Meetings
* New to English Subject Leadership – two-day course
* Leading Writing in Primary Schools: A Toolkit for English Subject Leaders

Primary English and Literacy Team Website <https://www.lancashire.gov.uk/lpds/teaching-and-learning/primary/english-and-literacy/> |  |