

Aston Rowant C†E Primary School

WHAT ENGLISH LOOKS LIKE AT ASTON ROWANT

**Growing together, rooted in God, having fullness of life.
Colossians 2:1-7**



Vision: Aston Rowant community will be courageous life-long learners, who are rooted in God, living our Christian values and enjoying life in all its fullness.

Mission: Growing together and inspiring one another through our Christian values and a broad enriched curriculum.

G	GRATITUDE
R	RESILIENCE
O	OUTREACH
W	WONDER
T	TRUST
H	HARMONY

Grateful Our attitude to learning shows that we appreciate the breadth of opportunities that we have to learn inside and outside of the classroom with our resources and surroundings.

Resilient We cultivate a growth mindset from the perspective of building courage, encourage failure by modelling it and showing how to reframe events in a positive light, so children are willing to try new things whilst embracing failure and the opportunities it brings. Let the children learn to have control over their own actions, including trying again if they don't succeed.

Outreach Children will leave Aston Rowant C†E Primary School with an enthusiasm and thirst for learning that continues for the next stage of education and enables the children to live life to its fullness.

Wonder We generate curiosity and wonder about what we teach and allow it to take hold into something that becomes a passion for lifelong learning for all of our children. We openly involve them in their learning by meeting them where they are and then showing them where they can go exploring their interests, expanding upon their ideas, and engaging them in meaningful dialogue which encourages them to fully engage with owning and developing their own learning.

Trust We will develop our children into independent learners to empower them to take control of their own learning – both inside the classroom. Teachers trust that our pedagogical approach cultivates independent habits of mind in the children we teach and the children themselves trust their foundation and values to explore the truths of the world for themselves.

Harmonious The whole school team will grow together, sharing our knowledge, understanding and experience. We will question, encourage and support one another on our learning journey.

SUMMARY

English at Aston Rowant nurtures readers, writers, storytellers and communicators who learn with gratitude, resilience, outreach, wonder, trust and harmony - prepared for the next stage of their education and inspired to be lifelong lovers of language.

INTENT, IMPLEMENTATION AND IMPACT

English at Aston Rowant School is structured to enable our children to demonstrate **wonder** in their approach to learning, to be **resilient** in their attitude to learning, to be empowered to work **harmoniously** with **gratitude** for all the opportunities we have, to understand and **trust** the impact their learning has had on them so far and be inspired to **reach out** and keep learning.

Intent:

We aim to create a desire and passion within each child to express themselves through writing by providing them with a writing curriculum that is engaging, motivating and purposeful. As English has a pre-eminent place in education and in society, it is at the heart of all learning. We recognise that a good grasp of English allows children to access the whole curriculum. Therefore, the overarching aim of the writing curriculum is to equip children with a strong command of the written and spoken word.

We aim to:

- To enhance the sophistication of children's writing through the development of a high level of vocabulary and literary devices.
- To teach children to be creative and enthusiastic writers who show confidence in a range of genres.
- To enrich the children's experience of writing through exposure to a wide range of genres, including those reflective of theirs' and others' cultures.
- To teach children to show an awareness and sensitivity to the readers' experience,
- To develop children's understanding of the importance of the composition and cohesion of writing.

Implementation

Children are given opportunities to develop their language skills orally, learning new and appropriate vocabulary and language features which are relevant to each genre. After practising them verbally, they then progress to using these skills in their writing. In addition, within this strategy, children learn specific grammatical features which enhance the quality and sophistication of their writing.

Children are also taught how to both plan and edit their writing to gain competence in structuring their work effectively. Lesson sequences focus on particular aspects of this process, e.g. planning a narrative, an informative text, a persuasive piece or revising a draft to change or improve it. Effective composition involves articulating and communicating ideas, which Talk for Writing supports and then organising them coherently for a reader.

In order to embed the application of all these skills, knowledge and understanding of writing learnt during their writing lessons, the children are also provided with opportunities to write in different contexts and for a variety of purposes in each subject across the curriculum.

Impact

Our writing curriculum will lead to children achieving the National Curriculum writing objectives which are expected of all children nationally. We aim for each child to be confident in each yearly objective and to build upon and develop their ability to use the required writing knowledge and skills as they progress through each school year. Each English lesson has a clear objective and set outcomes for pupils in terms of knowledge and understanding and skills acquisition. Lessons are differentiated to ensure that all children are challenged. By the time children leave Aston Rowant School, they will be confident writers, able to express themselves articulately through cohesive pieces of writing for which they have used carefully chosen literary devices and have edited in order to ensure that they have produced a high-quality piece of writing which they feel proud of.

We ensure that when assessing pupils, evidence is drawn from a wide range of sources to inform the process, including interaction with pupils during discussions and related questioning, day-to-day observations, role play drama, the gathering, presentation and communication of information and writing responses. The outcomes of each writing unit serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. Outcomes are used to build an emerging picture of what the pupil knows, understands and can do.

At the end of each year, we make a summative judgement about the achievement of each pupil. At this point teachers decide whether the pupil has achieved and embedded the expected learning goals, exceeded expectations or is still working towards the goals. These decisions are based on the professional knowledge and judgement that teachers possess about the progress of each pupil, developed over the previous three terms, which allows an informed and holistic judgement of attainment to be made. Achievement against the writing curriculum objectives at the end of the year is used as the basis of reporting progress to parents.

GRATITUDE



English at Aston Rowant helps pupils develop **gratitude** for stories, language and the power of words. Through reading widely and hearing stories from many cultures, children learn to appreciate the experiences, emotions and perspectives of others. They show gratitude by celebrating books, authors, illustrators, poets and the creativity of their peers.

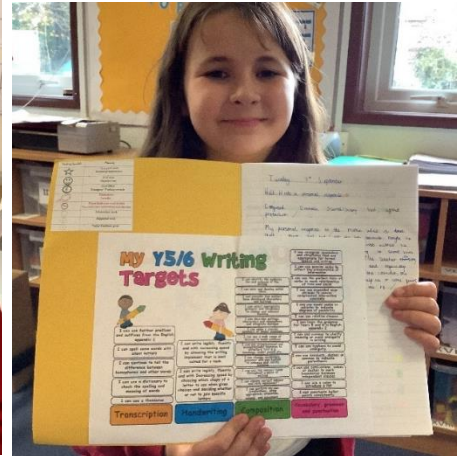
During World Book Day, children expressed genuine appreciation for literature and for each other:

- “I liked seeing what everyone else came dressed as - I got so many new book ideas.”
- “Someone picked a book I love - I told them all the reasons why!”

Reading encourages empathy, thankfulness and awe at the world beyond our own experiences.

“I like looking at my Growth Book because it shows me how much better my handwriting has become and what I write is better too.” Millie, Year 4

RESILIENCE



English develops **resilience** by encouraging pupils to take risks, refine their writing and persevere when decoding or tackling complex texts. Children learn that writers redraft, readers revisit and speakers rehearse - and that each attempt makes them stronger.

Resilient learners embrace mistakes as opportunities for growth - and English provides many meaningful opportunities to practise this courageous mindset.

Resilience in English lessons is cultivated by framing tasks as manageable challenges, encouraging reflection on prior successes, building self-belief and confidence through achievable goals, and fostering a positive mindset towards setbacks. Teachers promote resilience by breaking down large tasks, relating difficulties to previous successes, and emphasising the journey of learning, not just the outcome.

The ability to read fluently and confidently is crucial for future academic success and well-being, making English a key subject for building foundational resilience.

Mastering language also provides confidence and self-assurance, which are vital for building a solid educational foundation and navigating life's challenges. Lessons are also designed to develop emotional intelligence, which is an integral part of resilience and helps children to understand and manage their emotions effectively.

“I used to find writing hard but now I write lots.”
Arthur, Year 2

OUTREACH



English lessons foster a global perspective by building skills in research, analysis, and communication through collaborative challenges on real-world topics like climate change and human rights. Children learn to analyse diverse viewpoints, connect personal and global issues, and develop critical thinking skills by studying texts and completing projects that explore how various cultures and communities interact. This approach emphasizes global citizenship, an understanding of English as a global language, and the ability to solve problems in a diverse, interconnected world.

In addition we reach out to different authors to inspire us. Owl met Ruth Eastham author of 'The Messenger Bird' online, Fox met 'The Emergency Zoo' author Miriam Halahmy, Squirrel met Tom McLaughlin who wrote 'The Accidental Secret Agent' and Hedgehog met Holly Sterling writer of 'The Karate Kids'. KS2 took part in an exhilarating online session with Children's Laureate Michael Rosen, and Benjamin Zephaniah performed his popular poem 'Chocolate Cake.' Hedgehog and Squirrel Classes had an art lesson with Johnny Duddle famous for writing 'Gigantosaurus' and illustrating the front covers for Harry Potter. Recently we have had visits and workshops in school from the poet James Carter, author and illustrator Steve Cole and poet Tony Peek.

"We read The Breadwinner in class. I found it really moving. It tells of an 11-year-old girl in Afghanistan."

Connie, Year 6

WONDER



English enables children to **reach out** to the world and understand their place within it. Through books, pupils explore diverse cultures, histories, viewpoints and experiences, developing empathy and global awareness.

In English lessons, we seek to foster a sense of wonder, curiosity, and deep engagement through experiences such as role plays, hot seating and exploring complex literary texts, or examining thought-provoking images to spark inquiry and a greater appreciation for language.

We specifically inspire wonder in our English lessons through:

- Powerful texts: using compelling stories to engage and inspire children.
- Showing "wow-inducing" visual resources: displaying stunning images or thought-provoking visuals to spark curiosity and discussion.
- Posing "I wonder" questions: to encourage deeper learning and understanding
- Utilising interesting objects: having artifacts or objects for examination, which can stimulate curiosity and lead to deeper questions about the world.
- Exploring "complex" texts: having age-appropriate texts that are challenging in terms of their language, structure, or narrative, like classic stories or poems.
- Encourage personal connections: guide children to make connections between stories or literary concepts and their own lives.
- Facilitate discussion: including awe-inducing moments to spark meaningful conversations, helping children articulate their thoughts and build communication skills.

"Books open up the world!" Ted Year 3

HARMONY



English promotes **harmony** by encouraging collaboration, shared creativity and joyful exploration of language.

Children work in mixed-age house teams during English enrichment days, supporting and inspiring one another:

“Being with my house team and helping little ones was my favourite part.”

Pupils learn to value each other’s ideas, listen respectfully, create together and celebrate differences.

To foster harmony in our English lessons, we use project-based learning to explore interdependence, diversity, and inclusion, often through themed units or activities like English Enrichment Week. In addition to our daily English lessons we have collaborative art projects, writing poetry that celebrates multiculturalism, discussing how communities work together, and integrate lessons across subjects to show how different ideas are connected. We also incorporate mindful activities, use visual aids to represent diverse cultures, and encourage respectful communication and conflict resolution among children.

“I like World Book Day. We dress up and do things in our House Teams.”

Georgie Year 3