

Singleton C of E Primary School



English Policy

“English is the language of the future, the most important tool you’ll ever need, no matter what career you choose. You have the right to English. Make it your right!”

(Benjamin Zephaniah)

Theresa Smyth

April 2021

Intent of our English Curriculum

- to develop a passion a love of reading, writing and discussion.
- to give children the language and tools to learn across all subjects, think creatively and expressive themselves through spoken and written word.
- to develop children's skills, knowledge and understanding in comprehension, effective communication with audience and the 'authorship process'.

Implementation of Our English Curriculum

- we use a spiral curriculum model to ensure key objectives are taught, assessed, embedded and built upon
- we provide children with meaningful opportunities within which to read, write and speak
- we use a blend of themes, rich texts, experiences, visits and visitors to plan units of learning in a variety of genres
- **Key Stage 2** children have 20-minute x 5 discrete Phonics and Spellings lessons, 5 English lessons, a mix of guided and 1:1 reading and 1 library session a week
- **Key Stage 1** children have 20-minute x 5 discrete Phonics and Spellings lessons, 5 English lessons, a mix of guided and 1:1 reading and 1 library session a week
- **EYFS children** have 20-minute x 5 discrete Phonics lessons a week, 1:1 reading (as often as possible) a weekly library session and daily writing provision both indoors and out.

Small Steps for Writing

All writing starts with an awareness of intended audience' and purpose. The small steps along the writing journey allow children to:

1. investigate and analyse the structure of a genre of writing.
2. broaden their vocabulary.
3. use a variety of systems to plan their writing.
4. be supported as they start to build their writing.
5. revisit their written work to proofread for errors.
6. learn from peers and have the opportunity through discussion to edit and make changes to their writing.
7. share their writing in a variety of formats and audience

Impact of Our English Curriculum

To assess impact we use a blend of pupil conferencing, discussions with parents, professional dialogue, assessments and monitoring of pieces of learning and outcomes in national tests.

1. Aims and Objectives

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full

The aims of English are:

- to develop children's abilities to listen, speak, read and write for a range of purposes
- to use language to learn and communicate ideas, views and feelings.
- to enable children to express themselves creatively and imaginatively
- to become enthusiastic and critical readers of a wide range of genre
- to gain an understanding of how language works by looking at its patterns, structures and origins
- to use their knowledge, skills and understanding in English across a range of different situations

The objectives of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard
- to enable children to adapt their speech to a wide range of circumstances and demands
- to develop children's abilities to reflect on their own and others' contributions and the language used
- to enable children to evaluate their own and others' contributions through a range of drama activities
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge
- to encourage children to become enthusiastic and reflective readers
- to help children engage with writing and recognise its value through providing a purpose and opportunity for performance
- to enable children to write with accuracy of spelling, grammar and meaning in narrative and non-fiction
- to increase the children's ability within the writing process to use planning, proofreading and editing to improve their work

2. Teaching and Learning

Article 3 (best interests of the child) The best interests of the child must be a top priority in all things that affect children.

At Singleton School we use a variety of teaching and learning styles in English lessons, to engage all learners and match individual needs. We do this through:

- providing a context, purpose or 'wow' moment to stimulate and engage children's creativity and imagination
- sharing the learning objectives with the children
- either daily or blocked lessons that have a combination of whole class teaching, group work and individual aspects.
- 5 x 20 minute Phonic / Spelling teaching within phased groups
- specific phonics/spelling and grammar teaching for identified pupils (Toe to Toe)
- weekly cursive handwriting lesson (shorter/more frequent opportunities for KS1 and EYFS) with opportunity to use when drafting work
- opportunities for independent writing sessions - 'Let's Write'
- the use of whole-class, modelled, shared, guided or independent English activities (see appendix 1)
- whole-class sessions to review and assess progress and learning and encourage children to self-assess and consider their next steps
- encouraging children to use and apply their learning in other areas of the curriculum
- responding to individual/cohort needs, matching interest through planning and learning opportunities
- providing the opportunity to experience a wide range of texts and resources such as dictionaries, thesauruses, the internet
- using technology to enhance learning, as in drafting work and using multimedia to study how words and images are combined to convey meaning or recording spoken word and action through use of video and sound recording devices (eg: talking tins)
- weekly whole class guided reading sessions with an opportunity to respond to the text

3. Planning

English is a core subject in the National Curriculum. In Planning we use:

- the National Curriculum 2014 (appendix 2) Programmes of Study
- the Assessment Foci from the Yearly/Key stage grids – reading and writing
- Read Write Inc Phonics Scheme for phonics/early reading
- Shakespeare and More spelling scheme (on line – half termly word lists)
- Cursive handwriting script

Class teachers in Key Stages 1 and 2:

- use the English Program of Study as a basis to plan a balanced spiral curriculum revisiting reading and writing genres and grammar across the year to allow for teaching, practice, application and consolidation.
- Look for natural opportunities to make meaningful links across our Curriculum themes
- complete a weekly / daily plan for the teaching of English, showing the specific learning objectives and expected outcomes, learning challenges for each lesson, and gives details of how the lessons are to be taught
- phonics teaching is planned by the adult leading the group, according to the Phonics Phase group they are teaching - a wide range of resources provide and support the planning
- plan for opportunities where children can write independently away from the point of teaching – with the entire process being valued and kept as evidence. This should then be reviewed by an adult looking at the objectives met and where possible include pupil voice.

The Foundation Stage

We teach English in the Early Years as an integral part of the school's work. The format for teaching and learning is similar to that used in the rest of the school:

- daily phonics learning: Read Write Inc
- opportunity to practise gross and fine motor control skills in a variety of engaging contexts
- opportunity to write in short bursts with an adult modelling/sharing/guiding
- a wide variety of contexts for writing, speaking and listening and reading to match interests
- variety of resourcing to match needs and interests

In our planning we relate the English aspects of the children's learning to the objectives set out in Development Matters - the curriculum for EYFS.

4. English across the Curriculum

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school. For example:

Mathematics

- Children in Foundations and Key Stage 1 meet stories and rhymes that involve counting and sequencing.
- Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved.
- Children need to explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.

Personal, social and health education (PSHE) /RRS

Article 13 (freedom of expression) Every child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

- Children take part in class and group discussions on topical issues
- Children research and debate topical problems and events and lifestyle choices
- Children meet and talk with visitors who work within the school community
- Children work together and respect each other's views

5. English and Inclusion

Article 30 (children of minorities) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children.

Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have some special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively.

Assessment against the National Curriculum objectives allows us to consider each child's attainment and progress. This ensures that our teaching is matched to the child's needs.

Intervention for those on the SEND register will lead to the creation of an Individual Plan (ILP) for children with special educational needs. The ILP may include, as appropriate, specific targets relating to English.

Teaching assistants provide help by:

- using texts that children can more easily read and understand
- using visual and written materials in different formats
- using computers, other technological aids and taped materials
- using alternative communication, such as signs and symbols
- scribing for a child

6. Assessment for Learning

Teachers assess children's work in English in three phases:

Short-term informative assessments to

- help adjust daily plans and provide appropriate support and next steps
- assess against the teaching objectives and provide written or verbal feedback to help guide children's progress
- encourage children to make judgements about their own learning
- measure progress against objective foci
- 1:1 reading to gauge fluency of reading
- Use of 'chatter books' to assess children's understanding of texts read

Medium-term summative Assessments using

- Salford Reading tests to provide reading ages for specific children, to allow for provision and planning
- Schonell Spelling Test twice a year (Baseline Autumn Term and progress Summer Term)
- Read Write Inc Phonic Assessments: termly
- National Curriculum objective grids to measure progress writing and reading each half term, to track individual progress and provide information for next steps, planning and target setting
- Independent writing to assess against ARE. (Age Related Expectations)
- objectives secured put onto Pupil Progress Ladders: October, December, March, June
- internal moderation each term by all teaching staff and locality moderation events attended in Reading and Writing to ensure accurate levelling.

Each term the children's Reading and Writing levels are recorded with the Head and Class teacher as part of Individual Children's Tracking. This highlights progress and adjustments in planning and provision can be made.

Long-term Summative assessments

- KS1 and KS2 SAT tests
- EYFS - with children graded as Emerging, Expected or Exceeding against the Early Learning Goals
- INDEPENDENT writing collections for each child – evidence of writing process collected
- Salford Reading Test x 2 a year: all pupils KS1/2
- Phonic Test for all Y1 children and catch up for Y2 who did not meet the threshold

7. Monitoring and Review

The coordination and planning of the English curriculum are the responsibility of the subject leader who also:

- supports colleagues in their teaching, by keeping informed about current developments in English
- provides a strategic lead and direction for this subject, through Action Plans and Reviews
- provides action and review for any aspect of English in the School Development Plan
- monitors the planning and marking of English to ensure consistency of practice and provision
- monitors Phonics Teaching to ensure consistency of practice and provision
- provides an annual summary report in which the strengths and weaknesses in English are evaluated and areas for further improvement are highlighted
- looks for resources to support the teaching and learning of English
- plans events such as 'World Book Day'
- organises initiatives to involve and inform parents and the wider community eg: Book Buddies

This policy will be reviewed every two years or sooner if required. This policy includes a Curriculum map of the New Curriculum 2014 (Appendix 2).

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