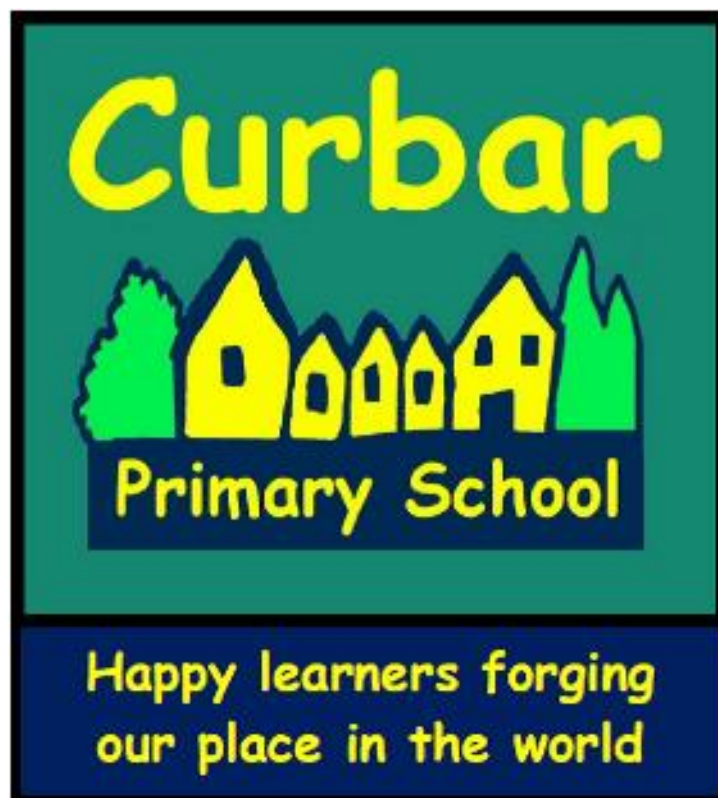

English Policy



Reviewed/Adopted:	September 2022
Next Review Date:	September 2023
Reviewed By:	Standards and Curriculum

Our Curriculum Intent

At Curbar, we aim for English to equip pupils with skills and articulacy that will enable them to understand and influence the world as they grow. These skills include the ability to interpret and to express meaning from a range of sources and in a variety of contexts, and to understand and develop complex ideas. Our aim is for pupils to find, long after their time with us, that the English skills they have developed will continue to widen their options and underpin their successes, whatever their future path in life may be.

Early Reading

As readers, we aim to develop the full potential of all our pupils so they become confident readers who can derive huge enjoyment from books and literature. Phonic skills are essential to developing competent and fluent readers so it is important that they have secure understanding of letters and sounds. For the teaching of phonics, we follow the 'Bug Club Phonics' systematic synthetic phonics teaching programme as validated by the Department of Education. During the Reception year, our children are provided with numerous and varied opportunities to hear and say sounds. As children progress through school, they will learn all sounds and the corresponding letter groups. This consistent and rigorous approach will provide our children with the foundations to become proficient and enthused readers with a passion for books, literature and vocabulary.

Reading at Key Stage 1 and Key Stage 2

As readers, we aim to foster a lifelong love of reading and books through sharing exciting and important literature with a range of genres, texts and authors. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of the world and its people. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do. Our children love words and building their understanding of vocabulary will give them the word power they need to become confident readers and successful speakers and writers. We will provide opportunities for children to read both independently and aloud. Our class reading learning and book studies will also allow the children to reflect on a book in depth and discuss and share ideas within the class under the guidance of a teacher. Reading and quality literature is implicitly interwoven into our curriculum. We immerse our children with quality texts as a means to inspiring and informing their writing through our curriculum.

Writing

As writers, we aim for our children to leave the school able to communicate effectively in writing – and enjoy being able to express themselves in this way. We have undertaken a multifaceted approach to writing, whereby many subject areas include the opportunity for

pupils to express their thoughts in a range of written styles and contexts. Through our teaching sequence for writing we: immerse our children in a genre of writing; analyse and identify the skills necessary to be successful; teach the skills (often linked to grammar and punctuation); draft and improve our writing. We write for a purpose. It is important that our children are exposed to a range of exemplar texts, from across different genres, different cultures and different themes, to embed ambitious vocabulary choices and secure expectations of writing across the curriculum. Handwriting and spelling is also taught regularly across school to enable the children to become fluent and legible writers who have developed a proficient level of spelling.

At Curbar, we promote pupils' SMSC development through English in the following ways:

- Text choice – we choose texts that represent a range of cultures and situations that will broaden the children's knowledge of, and respect for different people's faiths, feelings and values.
- We use debate and discussion of a range of fictional, current or historical situations to develop children's ability to recognise the difference between right and wrong and explore the consequences of protagonist's behaviours and actions and make connections with their own lives.
- We teach children to write, to argue, to inform, to persuade and to explain competently, equipping them with the skills to work and socialise successfully with others.
- We study books that cover a range of concepts, themes and situations, including classic texts, develop children's ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.

Rationale:

From September 2014, a New National Curriculum was put in place.

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school. At Curbar Primary School we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant throughout school life and beyond.

It is part of the 'essential knowledge' (p6 National Curriculum) that is needed in society: 'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.' (p10 National Curriculum)

EYFS Aims (taken from the EYFS framework)

Communication and language. The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an

early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy. It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

English Aims at KS1 and KS2 (taken from the National Curriculum)

The aims of the English curriculum at Curbar Primary School are to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 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 in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English and the Primary Curriculum

Curbar Primary School delivers the English programmes of study through daily English lessons. In addition to this there are specific daily sessions timetabled for phonics in EYFS and KS1. Across EYFS and both key stages, additional times across the week are allocated for handwriting, spelling, punctuation, grammar and reading.

Cross-curricular links are key to the successful teaching of English at Curbar. Teachers will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum, where appropriate.

English and the EYFS Curriculum

Developing a love of reading is at the heart of our work within the EYFS. Children enjoy a daily 'story time' which is often enhanced with the use of story props. Children are encouraged to develop their communication skills through discussion of texts and daily 'news' sharing times. Our daily phonics sessions are key to enabling children to quickly develop their skills in blending and segmenting sounds and children have consistent opportunities to practise these skills through engaging opportunities available within both the indoor and outdoor provision. Children have a varied mixture of adult and child initiated learning opportunities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practice mark making/letter formation (and eventually practice taught skills), other Learning Zones are enhanced to provide children with the opportunity to read and write in a range of contexts. A range of resources in the outdoor area, including a writing shed and mud kitchen provide children with valuable and exciting opportunities to engage children in writing for pleasure.

Adult initiated activities in EYFS are linked to stories, poems and nursery rhymes. Children learn that writing can have a range of purposes and they begin to explore the features of different types of writing.

The English curriculum is set out as follows:

Spoken language

At Curbar we ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils will develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They will be assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion through both key stages.

Pupils will be able to take part in discussions and debate and these opportunities will permeate the whole curriculum as will the opportunities for drama, where children will be given the opportunity to improvise, devise and script performances for each other and wider audiences. In addition they will be given opportunities to respond thoughtfully to drama and theatre performances.

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions (the Simple View of Reading):

- word reading
- comprehension (both listening and reading).

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Curbar school follows the 'Twinkl' systematic synthetic phonics programme as validated by the DfE. Phonic sessions are undertaken daily in reception and key stage 1. In KS2, intervention groups still focus on phonics where necessary.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum.

Curbar School now has a combination approach to teaching reading which consists of both guided reading sessions and book or author studies. Author studies are completed in KS1, leading into book studies by the end of KS1 and into KS2. This approach lends itself to promoting an appreciation and love of reading as well as increasing pupils' vocabulary. It also allows for effective teacher modelling of answering comprehension questions.

Alongside this, children in KS1 follow a banded reading scheme to encourage for independent home/school reading. These are matched appropriately to their level and are taken from a variety of schemes.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).





Writing down ideas fluently depends on effective transcription. That is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. At Curbar, we are following a whole school approach towards spelling (this is being reviewed in 22 -23). In KS1 children focus on the high frequency words, before starting to look at spelling patterns. They are tested using a five star sentence format where the spellings are put into sentences and the children receive marks for not only getting the spelling correct but also can gain marks for handwriting and punctuation, depending on the teacher focus. In KS2 children focus and study a particular spelling pattern and then are tested using the five star sentence format.

Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. A variety of text types are covered at Curbar across the year groups in order to give children a good understanding of the above.

In order to achieve pupils' competence in the two dimensions as outlined above and when focusing on a particular text type, teachers at Curbar follow a structured teaching sequence, which is as follows:

Immerse, Analyse, Skills, Plan, Write, Review

The Teaching Sequence for Writing

Teaching sequence		Teachers:	Pupils:	Assessment for Learning	Dynamic and supportive writing environment	Talk	Empowering children to become successful writers
Immerse ↓	<ul style="list-style-type: none"> Real audience and purpose with a clear outcome. Broad, rich and engaging reading curriculum. Planned drama, speaking and listening opportunities. 	Establish clear purpose and audience. Explain the 'Big Picture'. Choose quality challenging texts. Model reading strategies, i.e. searchlights, inference and deduction, writer's use of language. (Assessment focused). Make links between shared, guided (book study) and independent work. Start to unpick the writer's craft. Begin to gather ideas for writing.	Enjoy reading a range of quality texts. Ask questions. Link to own experience. Visualise. Evaluate. Identify audience and purpose. Talk about how they are thinking and learning. Role play, improvise.				
Analyse ↓	<ul style="list-style-type: none"> Define features and characteristics of text/genre. Agree and understand the success criteria. 	Are secure in knowledge and understanding of structure and language features of text type. Prioritise which features of text children need to learn – sentence, text, word. Provide interactive, investigate activities to meet learning intentions e.g. construct, classify. 	Identify key features of text type/genre and agree success criteria. Practise using different features e.g. paired work constructing and varying sentences through speaking and listening activities.				
Skills ↓	<ul style="list-style-type: none"> Teach the aspects of the success criteria that the pupils have not met or find challenging. Focus on grammar / punctuation / vocabulary. 	Are secure in the subject knowledge in order to deliver quality first teaching. Prioritise which features need to be specifically taught – differentiating where necessary e.g. past tense verbs / specific vocabulary.	Investigate the skill needed for the specific text type. Practise writing / using the skill taught in order to be able to apply this in their main writing.				
Plan ↓	<ul style="list-style-type: none"> Use the success criteria. Planned drama, speaking and listening opportunities. 	Provide stimulus and structure for gathering ideas e.g. visual literacy, integrated technologies, drama activities. 	Talk about ideas and begin to map them out on a plan e.g. writing skeleton (Sue Palmer) or story map. Refer to checklist of success criteria – ensure pupils include taught grammar, punctuation and vocabulary skills.				
Write ↓	<ul style="list-style-type: none"> Demonstration, teacher scribing and supported composition. Self and peer assessment. Use knowledge of reading to help compose and make informed choices in writing. Structured, visual and dynamic Literacy environment. 	Are secure in understanding and use of three shared writing techniques. Model the use of success criteria developed from analysis to inform and evaluate writing. Integrate word/sentence level with text level to exemplify their application. Provide stimuli and resources to support and enhance the writing process. Provide an element of choice.	Are fully aware of the purpose and audience and write accordingly. Develop a piece of writing over a number of sessions. Refer to success criteria, review their writing and edit in response. Respond to purposeful feedback. 				
Review ↓	<ul style="list-style-type: none"> Clear feedback linked to success criteria. Understand next steps in developing writing. Reflect on outcome against audience and purpose. 	Are effective in linking feedback to the success criteria. Provide planned opportunities for self and peer assessment. Are confident in identifying areas of success and those for development that will impact on raising the standard of writing, they can explain and set clear 'next steps'. Provide further opportunities to write in that particular genre setting up the audience and purpose.	Can reflect on their successes and areas for development. Can identify factors contributing to success and those causing barriers in their work. Are clear in their next steps in learning and engaged in addressing them. Are enthused by the challenge of using their knowledge to produce written work for a particular audience and purpose.				

PRESENT

Writing also depends on fluent, legible and, eventually, speedy handwriting. At Curbar we follow a semi-cursive programme of study. Pupils use pencils until they earn their pen license when their teacher and head teacher decides that their handwriting is of a high enough standard.

Spelling, vocabulary, grammar, punctuation.

At Curbar teachers ensure that opportunities to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils are taught to use Standard English and the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching. They are taught to use the elements of spelling, grammar, punctuation. This is done through grammar sessions across the week, which are linked to the text type that is being covered during the main, daily English session. Teachers will take every opportunity to highlight the spelling, grammar or punctuation focus, whether that be during a book study session or even a different curriculum subject throughout the week.

The role and responsibility of the subject leader

- To support and guide the classroom practice of teachers and support staff
- To ensure coverage, continuity and progression in planning
- To monitor and evaluate the effectiveness of English teaching and learning
- To update documentation where necessary
- To provide parents with information about English teaching and learning
- To produce action plans and manage the budget allocated effectively
- To liaise and consult with outside agencies where appropriate
- To review regularly the contribution made by English to a meaningful curriculum

Assessment

Assessment for learning will take place on a continual basis using techniques such as regular marking and feedback, teacher observation, group discussions, questioning and formative and summative assessments. Marking and feedback will take place in accordance with our 'Marking and Feedback' policy.

Cross curricular writing will also be used to inform assessment. Teachers will work within and across year groups and with other school to monitor, evaluate and compare assessments made on a regular basis.

Formal assessments of reading, writing and spelling are carried out in both Key Stage 1 and 2 as part of a twelve-weekly assessment cycle. The results are analysed and inform reports to parents, target setting for children and a teacher's future planning.

Reading, writing and spelling, punctuation and grammar is assessed using the new National Curriculum descriptors and our milestones.

All staff attend moderating sessions within school and some staff attend external moderation sessions.

Children's progress in English is also assessed using nationally prescribed tests with the Phonics Screening test taking place at the end of Year 1, as well as the end of Key Stage 1 and Key Stage 2 SATs. Children in Year 2 and Year 6 will undertake SATs tests in reading, spelling, punctuation and grammar and teacher assessment in writing. Children in KS1 and KS2 will undertake optional standardised tests in reading and spelling punctuation and grammar at the end of a year.

End of Key Stage Assessments are analysed by the Subject Lead and Head teacher and fed into the School Improvement Plan and performance management where appropriate.

Reporting to parents will occur annually in the form of a written report at the end of the year, and through termly 'Parent Consultation Meetings'.

Monitoring and evaluation

The English leader monitors teaching, learning and progress by:

- Informal discussions with teachers, TAs and children
- Pupil surveys
- An annual resource audit
- Planning and work scrutiny
- Pupil Progress Meetings
- Observing lessons
- Using the schools tracking system to analyse and scrutinise data.

Resources

- Appropriate reading books are located in each classroom
- Guided reading books are located in each classroom.
- Dictionaries and thesauruses are stored in the classroom.
- 'Nessy' is online resource used for phonics and reading. Targeted children have access to this both at home and school.

English and Inclusion

All children receive quality first literacy teaching on a daily basis and activities are differentiated accordingly. In addition, intervention programmes will be implemented where identified pupils are considered to require targeted support to enable them to work towards age appropriate objectives. Teachers and teaching assistants plan programmes together and monitor progress of these pupils.

There will be a third wave of support for pupils who are placed on School Action or School Action Plus that will be additional and different. Pupils that are more able are planned for in line with our policy for teaching pupils that are considered more able. The needs of children with English as an additional language will be met through planning and support from the Multicultural Support Agency where appropriate. This is supported by our equal opportunities policy.

Inclusion and Equal Opportunities

At Curbar Primary School we are committed to providing an inclusive environment where every child is welcomed and valued as an individual and has equality of opportunity for learning irrespective of gender, race or ability. We recognise children as individuals and base our teaching upon our knowledge of their specific needs. A range of teaching methods and resources allow children with a wide range of abilities to achieve their full potential. In order to achieve this we are committed to the principles of inclusion as outlined in the SEND Code of Practice 2014.

Pupils with Additional Needs

Please refer to the special education needs and higher attaining pupils' policy