

Stower Provost Primary School

Curriculum – English Policy

Adapted December 2019

R Gale



Stower Provost Primary School
School Curriculum Policy – English

Created	School/RG
Reviewed	December 2019
Approved by Governors	20/05/2020
To be reviewed	December 2021

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims 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 linguistics
- 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.

The school recognises that: Developing communication skills is a fundamental part of learning for all children at whatever level they can achieve. Children need to be nurtured and taught to access all parts of the curriculum with independence at this stage, senior school and as lifelong learning. In addition, ICT and technology provide key means to communicating but basic reading and writing skills are essential.

Purpose of this policy:

- To promote a shared love and understanding of English;
- To establish an entitlement for all pupils;
- To establish high expectations for teachers and pupils
- To promote continuity and coherence across the school

The objectives of teaching English are: - To encourage children to:

- be effective, competent communicators and good listeners;
- express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- enjoy, engage with and understand a range of text types and genres;
- be able to write in a variety of styles and forms showing awareness of audience and purpose;
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- use grammar and punctuation accurately;
- understand spelling conventions;
- produce effective, high quality, joined handwriting and well-presented written work.

Expectations: - By the time children leave our school; we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding and in a range of situations. We want every child to take pleasure in reading across a range of genres and have a strong motivation to read for a variety of purposes.

STATUTORY REQUIREMENTS:

Foundation Stage - The statutory requirements for Foundation Stage English are addressed through the Prime Area of Communication & Language encompassing Listening & Attention, Understanding and Speaking. It also involves the Specific Area of Literacy which includes Reading & Writing.

2014 National Curriculum in England for Key Stage 1 and Key Stage 2 - The statutory requirements for the teaching and learning of English in Key Stage 1 and Key Stage 2 are laid out in the National Curriculum Framework (2014).

The English Curriculum 2014 sets out statutory requirements - usually in the form of programmes of study – for Spoken Language, Reading, Writing, Spelling and Vocabulary, Grammar & Punctuation. However, schools are only required to teach the relevant programme of study by the end of the key stage. Within each key stage, therefore, schools have the flexibility to introduce content earlier or later than set out in the programme of study.

In the **Foundation Stage** children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

At Key Stage One (Years 1 and 2), children learn to speak confidently and listen to what others have to say. They continue to develop their reading skills through their growing phonic knowledge. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6), children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

Subject Organisation: - The English Curriculum is delivered using the English Curriculum 2014. The Early Learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the English Curriculum 2014. Pupil provision is related to attainment, not age.

Detailed planning takes place weekly. Here, teaching and learning objectives, outcomes, pupil organisation/grouping, tasks, resources, differentiation, assessment opportunities, TA and teacher involvement and specific questioning are specified.

A new English Curriculum was established in September 2019. Texts to focus on have been planned out across a 2 year rolling programme for each class. This is to ensure a range of text types and genres are being read, writing opportunities for a range of text types are being taught and stronger links between other areas of the curriculum are being made. The engagement of boys and the challenge of the texts have been considered during the selection process.

Equal Opportunities: - All children have equal opportunities to reach their full potential across the English curriculum; regardless of their race, gender, cultural background, ability or physical or sensory disability. Equality of opportunity is essential in this curriculum area as it provides children with access to other curriculum areas.

Special Needs - The provision for children with special needs is detailed in the Inclusion-SEND Policy. Central to this is early identification, intervention and differentiated planning, including Individual Support Plans and provision for more able and higher attaining children.

We believe that:

Early identification of possible literacy difficulties is essential if the pace of learning is to be maintained.

The English Curriculum 2014 is for all pupils.

- Pupils will be taught inclusively whenever possible.
- Pupils with literacy difficulties will need regular practice in reading.
- Some individual or group literacy teaching can take place outside the English lesson.
- Individual targets on ISPs should reflect the objectives of the English Curriculum 2014.

- Children of high ability will be **challenged by writing at Greater Depth** - see SLN writing assessment sheets for areas to target when writing at Greater Depth.

APPROACHES TO READING - The English Curriculum 2014 sets out a statutory programme of study for Key Stages 1 and 2 based on two principle strands for reading:

- word reading
- comprehension – both listening and reading

The curriculum states: “It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.”

Stower Provost Primary School adheres to this view of reading. As such, the balance between word recognition and language comprehension shifts as children acquire secure and automatic decoding skills and progress from ‘learning to read’ to ‘reading to learn’ for purpose and pleasure.

The following statements are central to our view of reading development:

- the ultimate goal of learning to read is comprehension and enjoyment.
- reading involves the integration of a range of cueing systems.
- readers bring a range of experiences, background knowledge and feelings to a text.
- reading is an active process of constructing meaning.
- reading requires a knowledge of the linguistic system.
- reading requires children to become responsible for applying specific skills to different text types.
- children learn to read through immersion when exposed to demonstration and modelling.
- reading skills and strategies are aided when learnt in the context of whole language activities.
- regular opportunities for independent reading (with support if necessary) help to develop enjoyment and confidence.

Context - There is a range of contexts in which reading development takes place. Fundamental to these contexts is that a reading environment exists within the classroom. This is established by:

- creating a language rich environment.
- reading to children from a range of literature that extends children’s literacy experiences.
- presenting children with a wide range of reading materials, in print and on screen.
- ensuring that children, once they have the ability, have the opportunity for regular sustained independent reading. **In 2019, sets of early reading books were purchased which run alongside the teaching of phonics. These sets are used for Guided Reading in YR and 1 (and for other children who may need this stage) and then the children are sent home to read the book at home. For those children who: are able to decode and recognise words on sight, who make use of other strategies than the phonics approach, who have gone beyond phase 5, they select books from the Stower Provost Banded Reading Scheme. These children are Benchmark assessed to ensure they are on the correct level for the child's ability. From here, the children become Free-readers and select a book from the library or from their own collection. At this stage, staff encourage children to read a wide selection of books by different authors and of different genres and text types. (A suggested reading list is being compiled for library books for each year group).**
- modelling and discussing reading strategies.
- encouraging children to respond and reflect on texts critically, justifying views by close reference to the text.
- encouraging children to be adventurous with their reading.
- group reading which occurs in all Foundation Stage and KS1-2 classes so that every child has an opportunity to take part in a guided reading session normally once a week.
- **Regular Shared Reading sessions (on average, 2-3 sessions per week) take place in each class. Here, the children are given opportunities to listen to, discuss a text and develop their reading strategies as a class. Teachers are able to read texts which may be beyond the level in which the children can independently read themselves.**
- high-quality and multi-sensory phonic work is taught systematically and discretely as the prime approach used in the teaching of early reading.

At Stower Provost School: In September 2019, a consistent approach to the teaching of phonics was put in place to help embed the phonics skills being taught and used.

- we teach grapheme–phoneme correspondences in a clearly defined, incremental sequence following the phases outlined in Letters & Sounds.
- **Alongside each single letter grapheme being taught, the Ruth Miskin mnemonics are also taught to aid children in the writing of the grapheme.**
- we teach children how to apply the highly important skill of blending (synthesising) phonemes in the order in which they occur, all the way through a word to read it.
- we teach children to apply the skills of segmenting words into their constituent phonemes to spell.
- we teach that blending and segmenting are reversible processes.
- Support of, and encouragement from, parents is sought and valued. Children are encouraged (and provided with) books to take home to share and enjoy with their parents **which are mainly taken from the early reading scheme purchased in 2019.**
- Guidance and information on the teaching of phonics is made available to parents of Foundation children before the start the academic year and at the start of each academic year.

APPROACHES TO WRITING: - The English Curriculum 2014 sets out a statutory programme of study for Key Stages 1 and 2 based on two principle strands for writing:

- transcription – spelling and handwriting
- composition – articulating ideas and structuring them in speech and writing

Stower Provost has always included the teaching of these skills as an essential and integral aspect to the development of effective writing. Transcription has been taught both as a discrete discipline (through the No nonsense spelling scheme) and also as fundamental to the writing process. We will therefore continue to use a range of strategies and contexts to teach the programme of study.

The following statements are central to our view of writing development:

- writing is a purposeful activity, used for communicating information, demonstrating creative and imaginative thinking and introducing ideas.
- writing is underpinned by accurate grammar and punctuation.
- writing is a process which can be continually improved.
- writing will be designed to meet the needs of real and imagined audiences.
- writing will take place within recognisable text types/genres.
- writing tasks modelled on reading activities develop skills more effectively.
- writing can be more successfully prepared and developed through discussion and oral rehearsal.

Context - There is a range of contexts in which writing development takes place. Fundamental to these contexts is that a writing environment exists within the classroom. **Texts focused on in English have been selected to fit in with the other areas of the curriculum to provide more cross-curricular writing opportunities.**

Children need:

- opportunities to write frequently.
- opportunities to write for a range of audiences and for different purposes.
- opportunities to explore language and ideas through discussion and drama prior to writing.
- to be aware of adults writing in a variety of contexts for a range of purposes.
- to see regular demonstrations of the writing process.
- to be surrounded by a print-rich environment that they have helped to create.
- to have time to refine their writing, through editing and revising.
- to have time to share their writing.
- to be encouraged to achieve targets and take responsibility for their writing development
- to reflect on the process of writing.
- to use ICT to communicate their writing effectively.
- to have their efforts rewarded and celebrated.

The close relationship between writing and reading needs to be clear. Writing and reading also need to be taught and learnt in specific meaningful and effective contexts.

These contexts include:

- Shared reading
- Regular sentence and word level activities

- Independent reading
- Guided reading
- Modelled and shared writing
- Independent and paired writing
- Guided writing
- Sharing and reflection time
- Writing across the curriculum

VOCABULARY, GRAMMAR & PUNCTUATION

The English Curriculum 2014 sets out a year by year statutory programme of study for Vocabulary, Grammar & Punctuation. These aspects of English are now formally assessed at the end of Key Stage 2 and, from May 2016 at the end of Key Stage 1, as a discrete body of knowledge in separate exam papers.

Stower Provost has always included the teaching of these skills as an essential and integral aspect to the development of effective reading and writing. As such, the required body of knowledge and skills have been taught, either as discrete lessons or as lesson starters, depending on the requirements of the pupils and the assessment by the teacher. Moreover, learning is developed through reading and writing. We will continue to use a range of strategies to teach the programme of study.

SPELLING

The English Curriculum 2014 sets out year by year statutory programme of study for spelling, with associated (statutory) word lists. We follow these programmes of study. However we also continue to use schemes such as Letters and Sounds and 'No Nonsense Spelling' (Babcock & Raintree Publishers). Additionally resources from **Classroom Secrets** can support teaching and learning where they compliment the new statutory requirements. Within EYFS and Key Stage 1, phonics is taught daily, based on Letters and Sounds. At the end of Year 1, the children sit the Phonic Screening Check, with some children repeating in Year 2 if necessary.

It is expected that :

All classes will be involved in explicit interactive teaching of spelling patterns, rules and strategies to help remember them.

HANDWRITING

The English Curriculum 2014 sets out year by year statutory requirements for handwriting.

The Aims of Handwriting:

- To adopt fluent, legible, joined and, eventually, speedy handwriting.
- To adapt lettering styles for different purposes.

The Teaching of Handwriting

As children are being taught their phonics, the Ruth Miskin mnemonics are also taught to aid children in the writing of the grapheme. Therefore, the children begin writing of their letters using a non-cursive style. When the class teacher feels the child can securely form their letters with the correct orientation, they move the child on to cursive writing, starting with the lead in.

Discrete handwriting sessions are taught in KS1.

Handwriting pens, as opposed to pencils, are introduced to children as they progress through the school when they have reached a consistently joined handwriting style. The children are awarded Pen Licences and are encouraged to maintain the standard of handwriting that they have met. If the handwriting deteriorates, the teacher will need to speak to the child and help them make improvements so that they can continue to write in pen.

ASSESSMENT

Assessment Without levels guidance and formal summative assessments inform the Teacher Assessments made in Reading, Writing and Speaking & Listening each half term. **Data will be entered on to the Depth of Learning assessment tool to indicate whether the children are Basic, Advancing or Deep (emerging, developing, secure or greater depth).**

- Reading (as Teacher Assessment and through a SATs paper) and Writing (as Teacher Assessment) are summatively assessed at the end of each Key Stage. Formal SPaG SATs are also taken at the end of each Key Stage.

- **From Years 2 to 6, children will complete a termly NFER assessment for reading and Grammar and Punctuation. Teachers will analyse the data and use this to inform their planning. The Standardised scores will be one piece of information to aid teachers in assessing the children.**
- Teachers use these results and half-termly data to group children and target intervention.
- The SLN Interim assessments sheets are stuck into the children's writing books and assessments of the children's writing are made against these statements. This assessment sheet indicates the progress that the children have made and targets are able to be set through identifying the statements that have not been highlighted. **Teachers need to provide at least 2 opportunities for children to complete an independent writing task per half-term (Unless there is a really short half-term where at least 1 piece of writing will be expected).**
- Thorough 'pink and blue' marking (see marking policy) of English work will inform the teacher about targets to be set for writing and provide pupils with follow-up/response tasks
- Reading and writing will be assessed half-termly and **a data sheet completed to identify children who are emerging, developing, secure or greater depth.**
- Phonic knowledge will be assessed by the class teacher using the agreed assessment formats half-termly and records kept of progress.

ROLE OF SUBJECT LEADER

The Subject Leader will be responsible for improving the standards of teaching and learning in English through:

- leading curriculum development and innovation.
- analysing internal and external (national) data and use this effectively to implement subject improvements.
- monitoring using the actions on the SDP in relation to English.
- monitoring trends in pupil progress
- Regular Learning Walks – accompanied by Governing Body, other staff and SLT
- monitoring and evaluating the provision of English teaching
- Regular reporting and informing of the strengths and areas to develop in English to all stakeholders - the SLT, Inspectors, Governing Body
- the quality of the Learning Environment.
- taking the lead in policy development.
- Auditing, providing and supporting colleagues in their CPD.
- purchasing and organising resources – classroom based, library and whole school .
- keeping up to date with recent developments in the teaching and learning of English.
- providing and implementing an Action Plan to support all the above.

This policy complies with and is in line with the 9 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.