

Castlemorton CE Primary English Policy



Policy Statement

The teaching of English develops the ability of pupils to communicate effectively in speech and in writing, to listen carefully and to read with purpose, understanding and for pleasure. All pupils in our school receive a full, stimulating and well-structured English curriculum that is an integral part of the Castlemorton Curriculum. The Children's listening, reading, writing and communication skills are developed and extended within English lessons and through other curriculum areas. We believe that a sound understanding in English enables pupils to maximise opportunities in other areas of learning and in later life. Children learn best when they are motivated and engaged in learning and this underlies our approach to the teaching of English.

Aims:

- To create **diligent, competent** and **confident writers**. Where **every** child is a writer and there is **enjoyment and purpose in writing**. For pupils to be **independent** and **creative; skilled** with the necessary attributes to be successful. For there to be a sense of **pride** and **willingness** to share and learn from others.
- To create **diligent, enthusiastic and fluent readers** and instil a love of reading in all children. Where **every child understands and confidently applies the necessary skills to become a reflective and independent reader**.
- To create **confident** young communicators.

The Curriculum developed at Castlemorton is based on the National Curriculum 2014 for Key Stage 1 and 2 and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage 2021

A full copy of these document can be found at: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

In accordance with the National Curriculum 2014 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 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.

As set out in the National Curriculum teaching will be delivered through four main strands;

1. Spoken Language

2. Reading

Word Reading

Comprehension (both Listening and Reading)

3. Writing

Transcription (Spelling and Handwriting)

Composition (articulating ideas and structuring them in speech and writing)

4. Vocabulary, Grammar and Punctuation

Implementation

The objectives outlined in the National Curriculum 2014 form the basis of the school's curriculum planning in English with specific consideration to the individual needs of each pupil. High quality teaching and learning experiences are planned with high expectations set for successful learning.

Spoken Language

We recognise the importance of spoken language in pupils' development across the whole curriculum; spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include:

- sharing ideas, opinions and knowledge with partners, small groups, class groups and whole school
- storytelling
- roleplay
- debating and reasoning within lessons across the curriculum
- gold book assemblies
- School Council representatives
- class performances during whole school celebrations

Teachers will also be good models for both speaking and listening, asking open ended questions and encouraging responses by listening attentively and demonstrating that the child's view is respected and valued.

Reading

Reading is a vital skill that will support children's learning across the whole curriculum. As a school, we will ensure that our children are taught to read with fluency, accuracy and understanding through a variety of discreet and cross-curricular learning opportunities this includes whole class, small group and individual reading opportunities.

In order to create diligent, enthusiastic and fluent readers our curriculum focuses on teaching specific reading skills. This is so the children are exposed to a breadth of questions and gain a deeper knowledge of texts studied. These reading skills are as follows:

EYFS

Enjoyment- reading for pleasure and enjoyment

Decode – word read and decoding skills

Predict- predict what might happen on the basis what has been read so far

Sequence- identify and explain the sequence of events in texts

KS1: Above plus:

Define – draw on knowledge of vocabulary to understand text

Retrieve – Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information

Infer- make inferences from the text

KS2: All of the above plus:

Relate – identify / explain how information/ narrative content is related and contributes to the meaning as a whole.

Explore- Identify and explain how meaning is enhanced through choice of words and phrases

Compare- make comparisons within the text

Coloured gems linked to each skill will be used when teaching these so that children are clear about which skill is being focussed on.

Children are taught to read in the following ways:

- Daily phonics sessions in EYFS and Year 1
- Guided group reading, led by a teacher or teaching assistant that have a specific reading focus from the above reading domains.
- Listening to stories on a 1 to 1 basis, in groups or as a whole class or school group
- Role play activities
- Whole class reading
- Independent reading activities
- Individual reading to another person (a teacher, a teaching assistant, volunteer, each other and we request that parents read with their child every day).
- Comprehension skills involving the specific reading domains.
- Incidental reading such as reading questions in lessons, topic research, instructions in DT, a language rich environment in classrooms and around the school etc.
- Dictionary and vocabulary work across the curriculum

Working with Parents

The partnership between school and home is vital in supporting children with reading and we understand the importance of providing parents with the guidance needed to help develop their child's reading at home. Current support includes:

- Offering advice to parents on how their children are taught to read, exploring strategies and phonics.
- Use of the planner for consistent communication about the reading taking place at home and in school.
- Reading strategies guide on how to support children at home with reading.
- Making parents aware of age expectations for their child through class expectation and parents' evenings

Writing

We aim to plan meaningful and, where possible, real life purposes and audiences for writing within and beyond the classroom. We plan purposes for writing which require pupils to write in a wide variety of forms. From Reception to Year 6 teachers have a set of key skills enabling them to plan writing activities into creative teaching sequences which engage and inspire pupils.

We believe that the first step to developing **diligent, competent** and **confident** writers is to select a quality text that provides rich opportunities to teach the skills that our assessments show our learners need to develop.

Alongside these teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum e.g. writing a report in science.

Throughout the sequences, pupils will be taught how to write in a legible and fluent cursive style from Year 1 with correct printed letter formation taught in Reception. They will be taught the correct way to hold a pencil and a comfortable sitting posture. They will be given regular practice and will be encouraged to present written work of a high standard.

Vocabulary, Grammar and Punctuation

There will be a variety of structured activities to help the development of accurate punctuation and grammatical skills where possible this will be linked to the text that is being used but we acknowledge that on occasions this may not be possible so a one-off lesson will be taught based on the needs of the children.

The Use of IT/Computing

ICT/Computing elements are often used to support high quality teaching and learning experiences in English.

Marking

- As part of the teaching sequence pupils will be taught strategies which will enable them to edit and self -correct their own and peers work. This will be evident by using a purple pen.
- Teachers' responses to the child's work will be positive and constructive, illustrating its values and strengths whilst highlighting areas for improvement. Relevant criteria to the objectives set and the ability of the child will be the focus of feedback.
- Teachers will often highlight a selection of spellings and add punctuation as necessary, whilst recognising that this is most productive if carried out with each individual pupil.
- Verbal feedback will also be used during all lessons so instant improvements can be made based on the feedback they are given.

Assessment

Assessment is an integral part of the teaching and learning process:

- providing effective feedback to children through marking and oral feedback;
- actively involving children in their own learning;
- adjusting teaching to take account of the results of assessment
- recognising the profound influence assessment has on the motivation and self-esteem of children, both of which are crucial to learning
- involving parents and carers in their child's learning
- informing parents and carers of their child's progress.

Summative Assessment

Summative assessment summarises where learners are at a given point in time – it provides a snapshot of what has been learned (in terms of both attainment and achievement). Summative assessment includes:

- Reception baseline assessment
- Assessments that form part of phonics programme
- Teacher devised assessments for areas such as phonics and spelling
- PIRA reading tests
- National Statutory tests in Year One for Phonics, in Year Two at the end of Key Stage One and Year Six at the end of Key Stage Two;
- Making judgements about attainment and achievement of individual children against cohort, local authority and national standards.

Formative Assessment

Formative Assessment of each child's individual progress in English is ongoing by each class teacher and used to inform future planning of English. In English sessions, teachers will check for misconceptions and pupil progress and use the National Curriculum 2014/EYFS 2021 expectations to assess children's learning on an on-going basis.

Assessing Pupils' Progress

National Curriculum objectives are used to help assess children in reading and writing on an on-going basis and progress is calculated on a termly basis through the school's pupil tracking system. On-going assessments and summative assessments are used systematically to inform future planning and next steps for learning. Internal and external moderation meetings are held regularly to ensure a consistency of approach.

Monitoring and Evaluation

As part of the whole school process of the on-going Monitoring and Evaluation of learning and teaching the following processes are in place:

- Subject focus meetings
- Whole school Monitoring and Evaluation including a planned programme of lesson observations and pupil progress meetings
- Governor Monitoring and Evaluation in accordance with the monitoring timetable and SDP
- CPD to enhance the teaching of English linked to the SDP and to performance management / appraisal objectives.

Inclusion

We aim to provide for all children so that each child makes good progress and achieves the National standards matched to their age and ability.

We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Children working at a greater depth of the National Standard will be identified and suitable learning challenges provided through deepening and widening their application of concepts, skills and knowledge.

Intervention

To ensure that the needs of every pupil are met continuous assessment will be used to identify those individual pupils or groups of pupils who need specific intervention. This includes pupils who are:

- Working below age related expectations/ not yet at typical in EYFS
- Working above age related expectations/ working deeper in EYFS
- Underachieving in terms of their innate ability
- On the SEN Register and require support and targeted intervention
- Have particular personal circumstances which impact upon their learning

Equal Opportunities

All children are provided with equal access to the English curriculum.

Role of the Subject Leader

The Subject Leader is responsible for improving the standards of teaching and learning in English through monitoring and evaluating English across the school looking specifically at:

- pupil progress
- quality and provision of Literacy (including Intervention and Support programmes)
- the quality of the learning environment;
- the deployment and provision of support staff

They will take the lead in policy development and write action plan that runs alongside the SDP. They will monitor the impact of improvements. Along with:

- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English curriculum developments.