

# **West Park CE Primary School**

## **Curriculum Policy for English**



**The Team – 2019-20**

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**The Importance of English**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

(National Curriculum 2013)

We know that reading and writing are intrinsically linked and strongly believe that exposure to high quality and challenging texts support learners in both of these essential life skills as well as developing a child's understanding of vocabulary, style and formality in a wider context.

**Intention**

At West Park we believe:

- English should enhance a child's learning and equip them with skills necessary for adult life.
- All children should have access to English at a level appropriate to them.
- That effective teaching of English is essential to enable children to become competent in their knowledge and understanding of the English language.
- English should be taught using a range of high quality and challenging texts.
- In providing a broad and balanced creative English curriculum which allows children the opportunity to develop progressively in skills, understanding and knowledge.
- Enabling children to reach their full potential in English through self-reliance, confidence to experiment and the ability to work with others, so equipping them for the challenges of the future.
- Improving standards of achievement in reading and writing through implementation of the National Curriculum.
- Promoting 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.
- Children should write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

**Implementation**

School Curriculum

The programmes of study for English are set out year-by-year for Key Stage 1 and by two year groups in Key Stage 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage, if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

To ensure thorough coverage of the curriculum, class teachers complete 'Evidence Tracking Grids' for at least 5 children in their class working at different abilities.

## **Speaking & Listening**

Spoken language underpins the development of reading and writing across the whole curriculum. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Pupils develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write through talk. They are assisted in making their thinking clear to themselves as well as to others and teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils are taught to understand and use the conventions for discussion and debate as well as taking on different roles in drama.

## **Reading**

Following the National Curriculum for English we ensure that Reading is taught across the whole curriculum. Reading comprehension skills are taught with a 'whole-class' approach in English and Shared Reading lesson and also with smaller group intervention when required.

- We aim for children to develop an interest and pleasure in reading as they learn to read confidently and independently based around rich stimulating texts.
- Phonics is taught daily in Early Years and Year 1. Children are taught initially in class groups and then are grouped for phonic activities as appropriate by the class teacher. This work is built on in Year 2 and in KS2 as needed in intervention groups.
- We ensure children in EYFS and KS1 read with their teacher and LSA on a 1:1 basis at least two times a week.
- Reading for pleasure is promoted throughout the school and dedicated time on every class timetable for opportunities for this.
- Reading at home is essential and is recorded in the homework diaries for home-school communication.
- Each class visits our school library each week for a dedicated time slot to exchange, share and discuss books and reading for pleasure; this is also modelled by the class teacher.

## **Phonics**

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. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) as they start school.

Daily phonics sessions are taught from Reception through to Year 2, when this embedded phonics work closely matches the spelling requirements of the curriculum. At West Park we use the 'Read Write Inc' scheme for guidance; however, planning is personalised to meet the needs of our children.

## **Writing**

Following the National Curriculum for English we ensure that writing is taught across the whole curriculum and we ensure that writing skills are embedded in all forms of writing in all subjects.

- From the very earliest stages of writing development we promote talk to aid writing.
- Writing is always linked to the creative curriculum and where possible has a clear purpose/audience for the children.
- Writing is thoroughly modelled by the teacher with opportunities to collect and develop vocabulary as well as modelling the ideas, techniques and grammar for writing.
- We aim for a clear plan, draft, edit, and publish process.
- The use of success criteria are essential for children to become independent writers.
- Children have access to a range of resources to support their writing and are taught to use these.
- Dictionaries, thesaurus and word mats are available for all children to use.

## **Grammar and Punctuation**

Grammar and punctuation are a key element of the National Curriculum. These skills are regularly taught within the main English lessons, however are sometimes taught discretely depending on need. Children have separate 'Spelling, Punctuation and Grammar' books to record their learning, although key grammar points are also recorded in English books. We regularly assess children's understanding of grammar taught and how it is embedded in their writing.

## **Spelling**

Spelling is taught in line with the National Curriculum, with all statutory spelling patterns taught in the appropriate age phase and most of the non-statutory work is followed. From 2017, we have adopted the No Nonsense Spelling Scheme from Years 2-6. A spelling pattern is focused on in class for at least a week and revisited regularly throughout the scheme. Assessment of spelling includes a 'quiz' or a dictation, when children are also expected to demonstrate their wider grammar and punctuation skills.

ALL children are exposed to the age-related spelling teaching linked to the national curriculum, however children who need additional support may have more personalised spellings to learn each week in line with their needs.

## **Handwriting**

"Writing also depends on fluent, legible and, eventually, speedy handwriting." National Curriculum 2013.

Handwriting lessons begin in Early Years (when children have developed fine motor skills) and continue through to Year 6. All children and staff are expected to use a cursive handwriting style in all of their work.

## **Differentiation**

- The children should be working in mixed ability groups
- Tasks can be differentiated by the use of supportive writing frames and other resources.
- **GDS** – Regular opportunities and challenges are provided for children working towards a greater depth assessment at the end of Key Stage.

## **Lesson Planning**

We plan to succeed but we do not plan for the sake of it – plans should be seen as working documents that change according to the needs of the children.

Key features that must be included on all plans:

- What are we learning?
- How will we get there? (Include information on differentiation)
- Ongoing evaluation by class teachers and LSA

- All plans are displayed on the class noticeboard
- All plans are shared with the LSA in advance of lessons to allow for pre-teaching opportunities
- Focus children

## Homework

Homework is set in line with the school's Homework Policy. For English this includes:

- Children in EYFS and KS1 are expected to read for at least 5 minutes, 5x a week.
- Children in KS2 are expected to read for at least 10 minutes, 5x a week.
- Weekly spellings are sent home related to the spellings patterns taught in school as well as the Common Exception ('Buzz') Words for Years 1 and 2 and the Statutory Spelling Words for Years 3&4 and Years 5&6.

## In-house CPD for English

1. Drop-ins support by English Subject Leaders
2. Staff meetings
3. Moderation as a staff and at locality level
4. MITA training sessions for support staff

In addition to this, the English Subject Leaders attend the annual Primary English Conference by WSCC and termly Subject Leader Network meetings. Information and training from these is fed back to SLT and staff and used in CPD for staff as required.

## Impact

### Assessment

#### Attainment targets

- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. (See National Curriculum)

#### Individual pupil targets / Next Steps (Child specific)

- All children should have individual writing targets agreed on a half termly basis. In KS1 2 targets and in KS2 3 targets will be set and reviewed each half term. These should be agreed between the child and the teacher and a copy sent home to inform parents.
- These should be stuck in to the child's English book so that they can be flipped out and referred to in all lessons
- The National Curriculum and end of Key Stage Assessment Frameworks can be used to inform the wording of these targets.

#### End of unit assessments

- Throughout EYFS and Year 1 children are assessed in phonics regularly (at least termly). This continues for children in Year 2 who do not pass the Year 1 phonics screening check.
- From Year 2 to Year 6, children complete half-termly 'Rising Stars' assessments in Grammar, Punctuation and Spelling. Termly 'Twinkl' reading comprehension tests are used in Years 3, 4 and 5. Years 2 and 6 use past SATs paper for practice.
- Children in Year 1 are slowly introduced to Rising Stars tests for GPS and Reading throughout the year and ALL children will have completed such assessments by the summer term of Year 1.
- Year group teams work together to analyse all assessments completed to identify gaps in learning and provision and to ensure this is in place for the next half term of planning. This information is passed on to the English Subject Leaders.

- Each half term, all children from Early Years to Year 6 complete an independent piece of writing to show learning and development of skills. These tasks are recorded in 'Independent Writing' books which are started in Early Years and passed on up through the school. Class teachers assess this piece of writing with an assessment sheet of National Curriculum objectives and use any gaps to inform target setting for the following half term. The English Subject Leader and Headteacher regularly monitor these books.

### Statutory Assessments

- EYFS baseline assessments
- Year 1 Phonics Screening Check
- KS1 National Curriculum Tests and Teacher Assessments (Year 2)
- KS2 National Curriculum Tests and Teacher Assessments (Year 6)

### **Data**

All teachers are responsible for keeping accurate records of attainment and progress made in line with the school policy on recording data. See assessment policy.

### **Marking**

Work should be marked in line with the school policy for marking. Live, in the lesson, verbal feedback is to be encouraged so that children are being supported and moving children on during the lesson rather than retrospective marking which has less impact.

Specifically for longer pieces of writing, we encourage teachers and children to use the '3Rs for editing', Revise, Rewrite and Reimagine.

### **Display**

See school policy for displays. We aim to inspire and challenge the children, supporting their learning through a working wall combined with celebrating achievement.

- All classrooms must have a display area/'working wall' for English
- Working walls should be referred to during the lesson and reflect current learning
- Access to dictionaries, thesauri, word mats and writing frames must also be accessible to children to support their independent work.
- Spellings must be clearly displayed in the classroom, both the current pattern being learnt and previous spelling patterns for children to refer back to.

### **Monitoring of Standards**

Monitoring of Reading and Writing across the whole school is completed by the English Subject Leaders and Headteacher. Year Leaders have the responsibility of monitoring their own year group each term and reporting to the Subject Leaders.

- 'Week in the life of' monitoring
- Lesson observations/drop-ins
- Work scrutiny
- Pupil voice meetings
- Termly data tracking

### **Links to other policies:**

- Assessment policy

- Curriculum policy
- Display policy
- Homework policy
- Inclusion policy
- Feedback and marking policy

Policy written and reviewed in September 2020 by Sophie Gumbrill and Fay Mangles.