



All Saints CE (VC) First School, Busy Bees Nursery & Kingfisher Club

Curriculum Policy on English

Date adopted: February 2017

By: Full GB

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PHILOSOPHY

Through language not only do we communicate our knowledge, ideas and feelings, but we also structure and make sense of our experiences; in this sense, language is a tool for both our thinking and learning.

AIMS

To enable children to:

- Enjoy using language in different contexts and have the confidence and ability to do so.
- Develop understanding and skills to become independent, enthusiastic readers and writers.
- Use a range of spelling strategies and apply them in their independent work.
- Enable children to be articulate speakers and good responsive listeners in a variety of situations.
- Develop a fluent, legible handwriting style and take care with the presentation of their work.
- Understand that the language they have acquired may be relevant across all areas of their learning and life and to apply that language where possible.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the Primary National Curriculum (2014) and in the Statutory Framework for the Early Years Foundation Stage (2014).

In the Foundation Stage children should be 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, children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

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

How do we teach English?

The Early Years staff use Development Matters to track children's progress towards the Early Learning Goal as outlined in the Curriculum Guidance for the Foundation Stage.

The School is currently developing a question based curriculum and teachers plan lessons that are linked to the classes' current topic and may be cross-curricular when appropriate. Teachers ensure that all of the statutory requirements that are laid out in the National Curriculum and the Foundation Stage Framework are covered in their planning.

Usually each class undertakes daily English lessons. Some aspects of English such as phonics/spelling and guided reading may be taught outside of that lesson.

We believe that pupils' knowledge and understanding in English is best promoted by utilising a range of different teaching approaches, according to the topic, task, individual needs, prior learning and ongoing assessment of progress.

Whole class teaching:

This is employed at some point in most lessons (usually at the start) in order to facilitate explicit teaching of learning objectives. This approach also allows for whole class discussion and interaction.

Grouping:

Children will sometimes (although not always) be paired or grouped during a English activity for the purposes of differentiation of the task by ability, for more manageable assessment, for structured peer-interaction or for targeted adult intervention.

Differentiation:

The progress of children in English is monitored on an ongoing basis and individual targets are set and reviewed throughout the academic year. These targets are discussed with the children in order to allow them to take charge of their own learning. The English lessons planned and taught to the class reflect the differentiation required to meet these needs.

Adult intervention:

We aim to provide for all children in a way that means they can achieve their potential in English. Where appropriate, this may be facilitated by having individual children, or small groups of children, working with an adult. This adult may be the class teacher, a teaching assistant, or another specialist adult. Where it is not the

class teacher, the adult will be briefed by the teacher and/or have access to the teaching plan, in order to maximize his/her direction of the child or group. Wherever possible, we believe that this adult intervention is most effective when it is implemented in an inclusive way, within the class setting.

Intervention programmes:

In the event that we identify children who are falling behind their peers and we believe could catch up with some targeted support, we will endeavour to provide a wave 2 intervention. In this case, we will strive to facilitate the release of a trained adult to implement that programme on a regular basis for the prescribed duration. The programmes we regularly use to raise attainment include: FFT (Fischer Family Trust), BRP (Better Reading Programme), Precision Teaching, and one to one SpLD support and with appropriately trained Teaching Assistants.

Learning:

We will use a range of learning approaches to promote pupils' knowledge and understanding in English. At All Saints C of E First School we believe that children learn best through the following approaches in each area:

Spoken Language

We give children a range of purposes for speaking and listening, using conventions of speech. We encourage using a variety of different sized audiences to contrast purpose. Spoken language will sometimes be taught discretely, but more often it will be taught within other areas of the National Curriculum.

Examples of where speaking and listening might occur within the classroom:

- Stories, songs & poems.
- Storytelling.
- Describing events, observations and experiences.
- Giving reasons for actions.
- Explaining ideas and opinions in discussion and responding to others.
- Planning, predicting and investigating in small groups.
- Presentation to different audiences.
- Reading aloud.
- Imaginative play and role play.
- Drama.
- Hot seating.
- Listening to CD's.
- Class council / school council.
- Circle time.

Resources

- Fiction and non-fiction books
- Novels
- Poetry Books
- Plays
- Historical documents
- Music
- I-pads to film work
- DVD's
- Photographs
- ICT

Assessment

Teachers assess children's spoken language skills continuously using National Curriculum criteria.

Reporting

Children's progress may be discussed with parents/guardians at the termly parent's evenings. Informal discussions may happen at any time.

Reading

Reading will be taught discretely, as well as in conjunction with other subjects in the National Curriculum and the Foundation Stage Framework. Children will read to and be read to by teachers, other adults and each other during English sessions and at many other times during the school day on a regular basis as part of a broad and balanced curriculum according to their individual needs.

English resources will be organised effectively to develop a stimulating and literate environment throughout the school.

Children in the EYFS class will gradually start to participate in the reading scheme and are heard regularly in the class. The reading books and key words are also taken home to share. This is all recorded in their home/school diary.

From Reception all children will take part in regular Guided Reading sessions (Ideally weekly - excluding special weeks).

The value of parents and other family members helping children with their reading cannot be overestimated. Children will take books home regularly from the school library and book banded books from the boxes in the Intervention room.

Resources

- School Library - non-fiction / fiction
- Class library books
- Reading Schemes
- Fiction books in classroom Book Areas
- Topic books in classrooms
- Book banded guided reading books
- Book banded home reading books in the Intervention room
- First News papers and magazines in the library
- Grouped reading books in Key Stage two
- Letters and sounds activities

Assessment

Teachers assess children's reading in a variety of contexts (both informal and formal) continuously and levelled according to the LEP criteria

Some examples of reading assessment opportunities:

- Ongoing teacher assessment.
- Use of Home/school diaries
- PM Benchmark Assessments
- Guided reading focussed skill record sheets.
- School record sheets for Letters and sounds
- Provision group (e.g. Project X) books
- Early Literacy Support (ELS) records
- Better Reading running record assessments
- End of key stage and non-statutory test scores
- PIRA Reading Assessments
- Foundation Stage Profiles and Early learning journeys

Reporting

Children's progress will be formally reported to parents/guardians in the summer term and may be discussed with parents/guardians at the termly parent's evenings. Informal discussions may happen at any time.

Writing

Children are taught writing skills in daily English lessons and through the creative curriculum. Regular opportunities to apply and practice these skills across a range of subjects and situations are planned by each class teacher.

Therefore giving the children the opportunity to:

- Write in a variety of contexts including in discreet English lessons, through the question based curriculum, through topics and cross-curricular writing and through the Foundation Stage curriculum.
- Study language through shared texts.
- Learn compositional skills.
- Drafting
- Grammar
- Punctuation

Sometimes writing is planned so that children can follow the process through incorporating modelling, scaffolding, independence, re-drafting and producing a final draft.

Children have individual writing targets. They are monitored by the teacher and pupil and new targets set when necessary according to individual needs.

Resources

- The Primary National Framework
- Pie Corbett's 'Jumpstart Literacy' and 'Talk for Writing' materials
- Letters and sounds
- Support for Spelling
- Intervention groups
- Early Literacy Support (ELS)

- Additional Literacy Support (ALS)

The above are teaching aids to use when appropriate. Teachers will often supplement them from their own resources.

Handwriting - See handwriting policy

English and Inclusion

We aim to provide for all children so that they achieve as highly as they can in English, according to their individual abilities. By means of on-going assessments we can highlight a difficulty or identify which individuals or groups are under-achieving and for what reasons, and will take steps to improve their attainment. Likewise, gifted children will also be identified and suitable learning challenges provided.

ASSESSMENT

Assessments are made in line with the school assessment policy.

Teachers use effective assessment for learning to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. Group or individual targets are set accordingly. Marking is in line with the school marking and feedback policy.

Analysis of assessment data is used to set targets. Children are informed of their own targets for learning and supported to make progress towards them. Children are encouraged to review their progress towards the success criteria during lessons through self, peer and teacher assessment. Staff and pupils may use Marking Ladders to assess work and set future targets.

The teacher keeps records that enable them to deliver an effective, creative and relevant curriculum that builds on prior attainment and meets the needs of pupils.

REPORTING

Children's progress will be formally reported to parents/guardians in the summer term and may be discussed with parents/guardians at the termly parent's evenings. Informal discussions may happen at any time.

ROLES AND RESPONSIBILITIES

The English Leader will:

- Monitor English in the school e.g. through lesson observations, learning walks and the scrutiny of children's work, teacher's planning, assessments and evaluations.
- Ensure continuity in levelling throughout the school and lead practical staff meetings to support this.
- Keep up to date with new developments and keep the staff informed.
- Play a key role in formulating, maintaining and reviewing the English policy.
- Lead colleagues and be supportive.
- Disseminate knowledge and materials.
- Audit resources regularly.

The Class teacher will:

- Be responsible for the teaching of English as set out in the policy.
- Provide planning and reviews for the head teacher and English leader to have access to.
- Provide samples of English work to the English leader.
- Assess children's work using the LEP grids in order to detail future planning.
- Take part in the moderation of reading and writing.