



# Curriculum Policy

# English



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# English Policy

## What is our vision?

To deliver an exciting, innovative English curriculum centred around a love for reading which enables and enhances children's written and oral communication and creativity.

## Curriculum Aims and Impact:

The aim of the national curriculum in English is to promote and enable the children to achieve high standards of language and literacy, equipping pupils with a strong command of the spoken and written language. We aim to provide the children with a love of books through sharing a wide range of texts for enjoyment. The national curriculum for English aims to ensure that all pupils:

- Read fluently and with good understanding
- Develop a habit of reading a wide range of books often, for pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and 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 for a range of contexts, purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

## How do we achieve this?

We value the partnership between school and the parental support children receive. At Farington, your child is read to every day and it is important that they are listened to by an adult, at home, as much as possible, giving the children many opportunities to discuss new language in their texts. The children need to bring their reading diaries to school daily. The diaries are an effective way for parent and teachers to communicate about what the children have read and areas where they may need support. The reading book that is sent home is one that the children should be able to access independently, whilst reading to an adult. The books will closely match the skills they have been learning in phonics or reading lessons. The expectation is that they will read nightly at home, but at least 3 times per week, and evidence this with a signature from parents or children from y4 to y6. These reads are rewarded through certificates, prizes and extra play times, in school.

## Phonics

In Reception and Year One, children have daily phonics lessons following the SoundsWrite scheme. SoundsWrite is a high quality phonics programme with a successful approach to the teaching of reading, spelling and writing. SoundsWrite consists of complex skills, conceptual knowledge and code knowledge. In Reception, children gain an introduction to the Initial Code, recognising that letters are symbols of sounds and blended sounds create words. Within phonic sessions, children build words, swap sounds, read and write words, and construct sentences. Phonics sessions consist of the practice of key skills; blending, segmenting and phoneme manipulation. Children are also exposed to a range of high frequency and common exception words across the units. In Year 1, children recap the Initial Code and embark on the Extended Code. Children are taught conceptual knowledge that phonemes (sounds) can be represented by more than one letter; the same sounds can be represented by alternative spellings; and the same spellings can represent the alternative sounds.

## Reading

Children are taught reading through reading lessons which provide them with the experience of more challenging texts with their teacher. They are exposed to a wide variety of question types and text types to support their development of their reading and comprehension ability. Lessons teach the skills required in the KS1 and KS2 Reading Content Domains. Lessons begin with recapping new and challenging vocabulary and then learning new vocabulary they will experience in the text. They are then taught the skills from the domains for that day, which they apply to a variety of question types.

## Writing

The teachers share a wide variety to text types and genres with the class through class novels, non-fiction texts, poetry and play scripts. The children are immersed in these texts through reading lessons and a range of active and written activities. We ensure the texts of high quality to continuously develop their spoken language and the skills needed to produce high quality pieces of writing. They follow a clear writing process, investigation the features of genres, producing a success criteria, planning their ideas before writing, practising key grammar skills, reviewing their success and deciding their next steps for improvement. Children are given regular opportunities to edit and redraft their work, producing polished pieces of work for display. Working walls are used throughout school to display the language and ideas gathered through the reading and writing journey. Children refer to the working walls throughout the lessons for inspiration to up level their language and correctly apply written skills to their own work.

## Speaking and Listening

Speaking and listening are key skills promoted throughout the curriculum from Reception to Year 6. Within English lessons, children are provided with opportunities to express their ideas to an audience, take part in group/ class discussions and debates, and drama/ performance activities. The children are encouraged to evaluate and reflect on their own speech. Children are encouraged to listen and respond appropriately to others, and develop their vocabulary, articulation and pronunciation. Teachers model and teach children to use the vocabulary and grammar of Standard English and help them to adapt their speech to different situations.

## Grammar, Punctuation and Spelling:

Grammar, Punctuation and Spelling (GPS) teaches children how to structure and punctuate their writing correctly. They will learn the relevant terminology of grammatical conventions and how to apply these to a piece of writing, to achieve effective writing across different genres, showing fluency when writing in different styles. Children are taught grammar as grammar starters at the beginning of English lessons, or as stand alone GPS lessons. They apply these skills to short pieces of prose and then are encouraged to use the same techniques, later in an extended piece. Children are taught to spell using a systematic approach using SoundsWrite phonics in Reception, Year One and Year 2. The expectation is that the SoundsWrite programme will replace this throughout school within the next year.

## Handwriting:

Handwriting skills are taught and developed regularly throughout Reception to Year 6. Children in Reception are taught initial letter formation and Year 1 are taught the pre-cursive technique in lessons by the end of the year. They practise this skill in the lesson and are reminded and encouraged to apply it in all written work in every subject. Years 2 to 6 are taught cursive handwriting in the same way. They should have developed a fluent joined handwriting style by the end of Year 4. All labels and modelled writing are displayed in print,

pre-cursive handwriting or cursive handwriting, depending on which year group classroom they are working in.

## Scheme of Work:

Each class has class sets of the novels they will teach through the year. See appendix 1 for the breadth of novels covered through the school. Writing genres are then taught from these texts, after a series of linked reading lessons. We have chosen our class texts that we teach from the Power of Reading scheme and gather creative ideas from their teaching sequences. We are well resourced with Reading Schemes, following Sounds Write Initial and Extended Code books in Reception and Year 1 (linked to the phonics programme,) and Oxford Reading Tree colour banded books from Year 1 to Year 6.

## Resources:

### English Resources on the staff share;

- Topical Comprehension Years 1 to 7
- Primary Ed Comprehension Books A to G (Rec to Y6)
- Literacy Shed plus

### Books to teach from;

- Comprehension Ninjas Rec to Y6 - Year group specific book in each classroom
- OUP Reading scheme -Story sparks Yellow band to Lime+ (KS1 Corridor)
  - Tree Tops Brown band to Dark Red (Library)
  - Graphic Novels Brown band to Dark Red (Library)
  - SoundWrite Initial Code and Extended Code reading books (KS1 corridor)
  - Teaching sequences for novels on Power of Reading website

Class sets of class novels have been purchased for all year groups, or picture books for Reception/ KS1. Picture books and class sets are stored in classrooms.

## Assessment – How do we assess skills and understanding?

Teachers use daily formative assessment to inform lesson planning and necessary differentiation.

In Reception, children are assessed against the Early Learning Goals for Communication, Language and Literacy (Reading and Writing) that forms part of the Foundation Stage Profile. Anything the children complete independently in Continuous Provision is recorded as an observation and added to Tapestry. Progress in phonics throughout Reception, Year 1 and 2 is assessed on an ongoing basis throughout phonics sessions and with a half termly phonic assessment from Spring in Year 1. Additionally, Year 1 children take the statutory "Phonics Screening Check." Those who do not meet the pass mark re-take the check in Year 2.

Teachers from Y1 to Y6 complete NFER test in Spelling, Grammar and Reading, termly. Year 1 only take their first test in Spring Term and in Autumn they are assessed through teacher assessment, against the Reading book band they are on and the Writing objectives they have displayed in half termly independent writes (as with all year groups.) Teachers then identify gaps in the children's learning, by analysing the test questions and the answers the children have given.

Teacher assessments are given as the child is entering, developing or confident within their year group, with the aim that they will all be confident and reaching age related expectation, in Reading and Writing, by the end of the year.

Children complete 9 pieces of extended writing per year (3 per term) and these include 4 independent pieces of writing (in September, December, March and June) that are used to assess the children against year groups writing expectations. The writing is cross curricular so some writing assessments will be completed on writing linked to the class novels, some will be from writing completed in Science, History etc.

Reading and Writing Book scrutinies are timetabled to happen once in Autumn, Spring and Summer term to monitor progress and teaching and learning. Once a term we have our writing moderated by an external moderator from The Literacy Company.

## Health and Safety

When delivering drama lessons, ensure tables and chairs are stacked neatly against the sides of the classroom and do not allow the children to sit on the chairs whilst they are stacked.

## Special Educational Needs

Here at Farington Primary School we believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- from both sexes;
- who have Special Educational Needs;

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are gifted and talented; We recognise that within the school we have more able, gifted and talented children. They often require differentiated tasks within the foundation subjects and/or demonstrate a talent or skill in the creative, cultural or sporting fields.
- who are at risk of disaffection;
- who are young carers;
- who are sick;
- who have behavioural, emotional and social needs;

We want all children to achieve success, therefore we will ensure they are given differentiated tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do. Children identified as having additional Special Educational Needs may need greater differentiation of materials and tasks consistent with their individual learning plan. More able children will be challenged and motivated by greater differentiation of challenge and vocabulary experience. The main feature of effective differentiation is good planning resulting in effective teaching and learning with children making good progress. Also, we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

## AGT

At Farington Primary School we value all children equally and endeavour to ensure that each child should have the opportunity to realise his/her potential in a challenging and supportive environment.

Our school will have, at any time, talented or gifted pupils, some of whom may be exceptionally able, and this may be in one or more areas of learning. We believe that we can make a difference in enabling these pupils to achieve the greatest possible progress and recognise the value and importance of identifying and celebrating their achievements and successes. Our definition of ability recognises academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

## Equal Opportunities

English is incorporated into every lesson during the school day. We support children with English as an additional language in a variety of ways, e.g. repeating instructions, speaking clearly, emphasising key words, using picture cues, etc.

## British Values

Our school reflects British Values. We aim to be at the heart of the community, sharing, supporting and learning together with everyone as equals. We are creative, confident, open-minded, independent and unique individuals, respectful of ourselves and of others in our school, our local community and the wider world. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and are proud to be a part of it. We aim to become caring, democratic, responsible and tolerant adults who make a positive difference to British Society and to the world.

## Monitoring and Review:

English is monitored by the subject leader, who provides regular support and feedback to colleagues. On a weekly basis, the subject leader monitors different aspects of the English curriculum. Monitoring includes drop ins, reviews of working walls, environment walks, reading record keeping/ diary checks, book scrutinies and looking at coverage of key skills and objectives on medium term plans and within the children's books.

## Appendix 1

The following texts will be covered in each year group:

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
EYFS	We're Going on Bear Hunt  The Everywhere Bear	Maisie's Birthday  Hello Friend!	The Naughty Bus  Knuffle Bunny	The Three Little Pigs  Biscuit Bear	Billy's Bucket  Handa's Surprise	What the Ladybird Heard  Errol's Garden
Year 1	The Little Island	The Adventures of an Egg Box Dragon	The Snail and the Whale	The Bee Who Spoke	Look Up	Rapunzel by Bethan Wollvin
Year 2	Poem – Sounds Good  Beegu	Poem - Celebration  The Last Wolf	Poem – Night Sounds  Simon Bartram – Man on the Moon	Poem – The Sound Collector  How to Find Gold	Poem – Animal Poetry  The Magic Finger	Poem – Inside My Head  Diary of a Killer Cat  Grace and Family
Year 3	Fantastic Mr Fox	Tom's Sausage Lion	The Iron Man	Arthur & the Magic Rope  The Three Musketeers	The Green Ship	The Tin Forest
Year 4	The Accidental Prime Minister	The Wild Robot	The Boy at the Back of the Class	The Wed Rabbit	The Ice Palace	The Pied Piper
Year 5	The London Eye Mystery	The Lion ,The Witch and The Wardrobe	Wolf Brother	Street Child	Journey to the River Sea	The Midnight Fox
Year 6	There's a Boy in the Girl's Bathroom	Wonder	Goodnight Mr Tom		The Nowhere Emporium	

*\* Occasionally texts will be changed to reflect local, national or international events. Some texts may also be swapped around within the year.*