# “Love Learning, Love Life…in all it’s fullness”

This policy outlines the purpose, nature and management of English within Holyport C. E. Primary School. The implementation of this policy is the responsibility of all members of the staff to ensure consistency and maintaining high standards in the teaching of English across the school.

## ENGLISH Curriculum Intent, Implementation and Impact Overview

The intent of our English curriculum is to deliver a curriculum which:

1. Develops a love of learning with an enjoyment of language through a range of spoken, reading and writing opportunities and for children to demonstrate their creativity, inventiveness and imagination through English.

2. Develops a love of reading for pleasure and purpose and value language and literature from different countries and cultures.

3. Develops skills in the application of writing.

| INTENT | RESEARCH | IMPLEMENTATION | PLANNED IMPACT |
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| **Intention 1:** For children to develop a love of learning with an enjoyment of language through a range of spoken, reading and writing opportunities and for children to demonstrate their creativity, inventiveness and imagination through English. | <u>National Curriculum</u><br>School adheres to the statutory content of the National Curriculum to ensure all children have access to appropriate age related knowledge and skills | English is planned for, following the EYFS Framework and KS1 and KS2 school curriculum.<br><br>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: talk partners, storytelling, role-play and debating within lessons across the curriculum, class assemblies, school representatives (school council, emotional wellbeing reps, house captains, PYA’s, collective worship ambassadors) and school productions. | Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment of from their starting point in Nursery.<br><br>Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more. |

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| To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more to help them reach and exceed their potential at Holyport CofE Primary School and beyond. | | | |
| **Intention 2:** For the children to develop a love of reading for pleasure and purpose and value language and literature from different countries and cultures.<br><br>Reading is at the core across all curriculum areas. Through choosing quality texts, we intend to develop a love of reading and allow children to recognise the pleasure they can get from their reading, as well as an understanding that reading allows them to discover new knowledge, revisit prior knowledge and | <u>Education Endowment</u> Fund research indicates that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.<br><br><u>Education Endowment</u> Fund research indicates that reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully | <u>Reading</u><br><br>As part of our text-based approach to teaching we explore a high-quality text each term. A discrete reading comprehension lesson also takes place each week across the school.<br><br>The school uses the Read, Write Inc programme to deliver daily discrete phonics lessons in Foundation Stage and KS1; enabling children to decode effectively. This is continued into KS2 where necessary. In KS1, each child has a 20to30 minute phonics session each day.<br><br>In KS2, each class has a 20to30 minute reading lesson each day.<br><br>Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop their own reading strategies and to discuss texts in detail during this time. Teachers use questions from 'Reading Vipers' to ensure that a wide range of questioning takes place during a reading session. Discussion takes place about these questions. | Children will have a love of Reading and make at least good progress in Reading from their last point of statutory assessment of from their starting point in Nursery.<br><br>Children will use their Reading skills as a key tool in helping them to learn, and as a result, know more, remember more and understand more. |

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| understand more about what they learn, fuelling their imagination for ideas to use in their own work. | tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. | From Foundation Stage up to Year 2, children have the opportunity to read 1:1 with an adult regularly; with there being a particular focus on questioning to promote an in-depth understanding of the text.<br><br>Across Key Stage 2, key children are supported in reading with an adult TA or volunteer including some trained by ABC to Read - these pupils are identified from their needs e.g. pupil premium, SEN, EAL or other barrier to reading independently.<br><br>Questions progress from literal to inferential as the children move up through the school. The school has a range of questions shared with parents, across the range of reading domains. A range of reading schemes are used to support early readers as well as book banded 'real books'.<br><br>In Foundation Stage and Key Stage 1 children are assessed using the RWInc tests and then onwards NFER Reading Tests are used. We also assess in KS2 using the Salford Reading Test. Children are placed on a book band (a benchmarking approach to the complexity of texts) accordingly. All these books are from the approved 'Validated SSP Programmes'. All children are regularly assessed to monitor progression. Assessments are given to the children half termly (refer to Assessment Policy for further detail).<br><br>In KS1, children take home a banded book which is appropriate to their level of ability and from the 'Validated SSP Programmes'. Children are also able to choose a library book from the school library to read for pleasure at home.<br><br>In KS 2, some children take home a banded book which is appropriate to their level of ability and from the 'Validated SSP Programmes'. These children will also be able to select a book from the school library to help further inspire their reading. Children are expected to progress to a 'free reader' status so they are able to read any book from the school | |

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| | | library or a book from home. Each child has a home school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Information is given on how to support their child in reading on the school website, curriculum letters, parent information evenings and parents' evenings. As children progress through the school, they become more independent in recording what they have read in their reading records. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.<br><br>Children have the opportunity to visit our school library with their class throughout each term and at lunch time 4 days a week. They are able to take out a book and also engage in some of the library activities which are planned. We have some school librarians who help out in the school library to support how it works and to support other children.<br><br>Many exciting and rewarding activities are arranged in school to promote the pleasure and knowledge that can be gained from books, e.g. 'World Book Day'- where children are immersed in storytelling, author quizzes, book discussions and the opportunity to dress up as a book character and share their favourite books. Other opportunities include author visits and use of our local library, where the children are encouraged to use its resources, participate in school and library Readathons. Staff are encouraged, on top of their class text, to read a book to their class to ensure a range of books from different countries and cultures are shared.<br><br>Termly, Reading Stars are announced. These are children who are consistently reading and they are awarded with a certificate, a prize and are celebrated. | |

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| | | In 2024/25, we are developing book corners in the classrooms so that children have a place to enjoy their reading. | |
| **Intention 3:** For the children to develop skills in the application of writing.<br><br>To write with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors.<br><br>To become confident and accurate spellers.<br><br>To use vocabulary and grammar to good effect within their writing.<br><br>To write and use spoken language clearly, accurately and coherently for a range of contexts, purposes and audiences across the curriculum.<br><br>To have suitable technical vocabulary to respectfully articulate their responses in any discussion. | <u>Education Endowment</u><br>Fund research indicates that all pupils benefit from oral language interventions, and some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).<br><br><u>Education Endowment</u><br>Fund research indicates that children benefit from a balanced approach to literacy that includes a range of approaches. The emphasis of the different approaches will shift as children progress; effective diagnosis can help to identify priorities and focus teaching to ensure that it is efficient. | <u>Writing</u><br>At Holyport we use a text-based approach to the teaching of writing. Where possible, this links to other areas of the curriculum. We explore high quality texts to support children in making the links between reading and writing and use these texts to inspire a variety of writing opportunities. The writing process is integral to developing children as writers. Children are given opportunities to prepare for writing; plan and draft work; evaluate, edit and proofread; and present and publish their work.<br><br>Opportunities for children to apply their writing are planned and links to the wider curriculum are made when doing this. Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by the teacher and also through self and peer assessment. We assess using Writing assessment grids.<br><br><u>Grammar</u><br>Throughout KS1 and KS2 we have weekly discrete grammar lesson where we follow a scheme of work called 'Grammar Works.'<br><br>Where possible our grammar teaching is also linked to our text and writing opportunities and is in line with National Curriculum expectations. Further opportunities to teach grammar discretely occur to ensure full coverage and address specific needs of cohorts and classes.<br><br><u>Spelling</u><br>The school follows the Read, Write, Inc programme from FS to Year 2 and above for some children. The whole school also follow the Spelling Ninja spelling scheme. Children are assessed half termly through spelling tests and later in the school year also have regular spelling dictations. The Helen | Children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory assessment point or their starting point in Nursery. |

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| To take pride in their work ensuring a high standard of presentation and handwriting. | | Arkell spelling test is taken at the beginning of each year by every child and this is used to monitor progress for certain children.<br><br><u>Vocabulary</u><br>The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas with the use of glossaries in foundation subjects.<br><br>Each class has a vocabulary thermometer where words discussed in class can be placed up so children can use them in their written work.<br><br>Both staff and pupils are expected to use the correct terminology for phonics, spelling and grammar from Foundation Stage, right the way through the school to year 6 in line with expectations in the National Curriculum 2014.<br><br><u>Presentation and Handwriting</u><br>Good presentation is celebrated at Holyport. Each piece of work is headed with a sticker which contains the date, LO and Success Criteria. Children work up a handwriting ladder and achieve a pen licence when they reach Level 10. | |

CURRENT ACTION POINTS - for further details see our English Action Plan

- Ensure an above average pass rate in phonics check – ensure effective teaching continues with RWInc approach.
- Continue to further develop the children's writing throughout the school to ensure high progress.
- Continue to improve reading and the engagement in reading across the school through introduction of the school library and class book corners.
- Continue to improve spelling and vocabulary ability across the school through effective teaching, practice and assessing.
- Continue to ensure teaching of phonics, reading, writing and grammar is in line with our English policy.

Inclusion

Every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. A broad range of teaching styles are adopted in response to diverse learning needs. We make every effort to overcome potential barriers to learning and assessment for individuals and for groups of children. We aim for Holyport CE Primary School to be an ideal learning environment for nurturing and developing the whole child.

Equal Opportunities

We have high expectations for all children. Our aim as a school is to ensure that all children have equal access to a rich and rewarding curriculum for English, and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. This school is actively promoting equal opportunities by tracking groups causing concern. Consequently, we make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of every individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against any particular group. Resources will actively promote an awareness of the diverse nature of the world around us. Children for whom English is an additional language are supported in their use of English and will be given opportunities to make use of their home language to assist their learning and to add to the resources of the classroom.

Special Educational Needs

Situations may arise in which individuals need to work at expectations above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers' use of an on-going observation and assessment or assessment prior to a child coming to our school. Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made. Children with EHCPs which include cognition and learning are supported as instructed by these plans. It is for class teachers to decide how to best target their support in liaison with the SENCO.

Cross- Curricular Literacy Opportunities

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. Extended writing is expected to be produced in Topic and Science; to showcase the children's transferrable literacy skills.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in KS1 are immersed in stories and rhymes that rely on counting and sequencing. Children in KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They communicate mathematically through the

developing use of precise mathematical language. Mastery skills can be acquired by a child's ability to reason and justify their understanding of mathematical concepts. Every class teacher strives to achieve this by supporting children's developing explanations.

Science

The Maintaining Curiosity report from Ofsted (2013), states that children "learnt best when they could see how the science they were studying linked to real world experiences, revealed more about the 'big ideas' in science, and connected with and supported their learning of other subjects, including English and Mathematics" The report also states that: "Teachers who couple good literacy teaching with interesting and imaginative science contexts helped pupils make good progress in both subjects." Through our Cornerstones and Love to Investigate topics we support this ambition at Holyport CE Primary School.

Computing

The use of ICT enables children to use and apply their developing skills in English in a variety of ways. Younger children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Older children use the internet when searching for information about a different part of the world or Topic facts. We encourage all children to use ICT as a resource for learning, whenever it is appropriate.

Personal, Social and Health Education (PSHE)

English contributes to the teaching of PSHE. We encourage children to take part in class and group discussions on topical issues. Additionally, we encourage children to be open about their feelings and voice their worries; to solve their conflicts with friends.

Spiritual, Moral, Social and Cultural Development

The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

Displays and Working Walls for English

Each class will display relevant English learning prompts in line with age-expectations. This may include: what a good one looks like (WAGOLL) key vocabulary for reading and writing, appropriate success criteria, spelling rules and strategies etc. Adults should model the use of the English working wall

Assessment and marking and feedback in English

We aim to provide feedback to children through marking so that they have specific advice about improvements to their work. Children are given time to read and review their work following marking. All staff follow the School's Marking and Feedback policy.

Assessment, Target Setting and Record Keeping

Teachers assess children's work in English in three phases. The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. They are reported back to and discussed with parents. Writing is assessed against a personalised success criteria created by the class teacher; tailored to that particular genre. A process of developing a child's portfolio of assessed writing work is established in all year groups. Teachers assess the evidence collected against the National Curriculum objectives within Target Tracker and a tick sheet in reading and writing is kept for teachers to refer to for this. When writing is undertaken in Key Stage 1 and 2 it is a daily ritual that the children stick success criteria in at the start of the lesson. At the end of each long term, assessments of reading, writing, speaking and listening are recorded onto Target Tracker. Children undertake the national tests at the end of Year 2 and Year 6 and Phonics Screening Test in Year 1.

Evaluation and Monitoring

Monitoring of the standards of the children's work and the quality of the teaching in English is the responsibility of the English Subject Leader. The work of the Subject Leader also involves supporting colleagues in the teaching of English, being informed about the current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Subject Leader meets regularly with the Head Teacher and gives Governors regular summary reports at Standards and Staffing Committee Meetings in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. The Subject Leader has allocated time, in order to enable her to review samples of the children's work and undertake lesson observations of English teaching across the school. The named governor responsible for Literacy meets regularly with the Subject Leader in order to review progress.