**ENGLISH CURRICULUM STATEMENT**

This document is intended for all teaching staff, school governors, parents, inspection teams and LEA Advisers/Inspectors.

The Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: Framework Document (2014).

This policy describes our aims and our practice in the teaching of English: this includes reading, writing, spelling, grammar and spoken language.

This policy should be read in conjunction with the following school policies:

•  Teaching and Learning Policy

•  Assessment Policy

•  Feedback Policy

•  SEND Policy

•  Equal Opportunities Policy

**INTENT**

Speaking and listening and reading and writing are key life skills that underpin every aspect of our daily life and the teaching staff at Charles Saer work exceptionally hard throughout each child’s seven years of primary education to ensure they leave with a strong foundation in these skills.

As a school, we strive to put English at the heart of all our children’s learning.

Our progressive English curriculum helps children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language for a variety of purposes.

English is also the cornerstone for every other subject and is recognised as central to children’s intellectual, emotional and social development as we give them the opportunities to express their own thoughts, feelings and ideas.

To support our whole school curriculum intent in English, we try to offer:

* First-hand experiences, including visits and visitors, that children will be able to draw on to support their writing and their understanding of the world.
* Varied activities that allow the children to develop self-confidence and independence.
* Opportunities that allow the children to develop a sense of pride in self, school and community.
* Support that allows the children to develop resilience and commitment in whatever they are doing.
* Strategies to narrow the vocabulary gap.
* Opportunities and experiences that allow the children to develop tolerance and understanding of different cultures and lifestyles.

**IMPLEMENTATION**

The programmes of study for English are set out year-by-year for key stage 1 and two yearly for key stage 2.

Teaching supports links across the curriculum so that English teaching is not seen as stand alone, but as a key to learning throughout the whole curriculum.

Teachers engage the children through:

* The use of a broad range of teaching strategies including demonstration, modelling, scaffolding, explanation to clarify and discuss, questioning, initiating and guiding exploration, investigating ideas and by listening and responding.
* The use of high-quality texts and short film clips to deliver daily, high quality, fast paced lessons.
* Whole class and group guided reading sessions to broaden their comprehension skills and be regularly exposed to a higher level of language. This also allows the children to be introduced to new authors.
* Writing activities that allow the children to write for a purpose and to show off their knowledge and understanding of the different text types.
* Having a class reader read to them regularly just for the pleasure of listening to a story
* Visits from authors, celebrating World Book Day and taking part in class assemblies and performance poetry.

Learning experiences can take on a number of different forms - group work, paired work, whole class teaching and independent work. All formats provide pupils with a variety of learning opportunities which address all types of learners.

**IMPLEMENTATION - ORGANISATION AND METHODOLOGY**

**WE ARE READERS**

Encouraging and developing a life-long love of reading in children is a priority at Charles Saer.

In English lessons, teachers choose challenging texts by authors the children might not necessarily choose themselves. This is a way of broadening the range of texts the children are accessing. Through discussion, they help the children to analyse texts and use ‘VIPERS’ to assess the child’s understanding of what they are reading.

VIPERS are different styles of questions relating to vocabulary, inference, prediction, explanation, retrieval and sequencing/summarising.

All classes have a class novel that is read to them regularly, creating a special time in every classroom where children can really enjoy a good book.

Within the **Nursery setting,** reading opportunities are available within all areas of the classroom linked to themes and areas. These include simple board books, lift-the-flap books and books that make sounds. Themed books are freely available and changed regularly to reflect the interests of the children.

A Hanen session is taught and delivered over three weeks. The key group leader reads the book in detail, discussing and stepping up vocabulary in the story.

The Hanen book is displayed with props and puppets for children to access freely to retell the story.

A Nursery Rhyme is taught and sent home weekly for children to practise for homework with a linked creative activity or task.

Rhyme of the week is practised daily at 11:15-11:30am.

Children are also given a book to take home and share with their families. They select their own book with their parents, and this is changed weekly.

In the **Reception classes**, the teachers ensure that a wide variety of English opportunities take place throughout the day. These include adults modelling language and using questioning techniques, giving role play opportunities, story-scribing activities and mark-making opportunities throughout the environment.

Well-planned adult-directed English activities are delivered using the Hanen approach - books are shared over a period of 6 weeks and include looking at the characters and settings, increasing vocabulary and acting out stories.

Each week teachers and teaching assistants listen to every child read their home reading book. Books are freely available in the different learning areas of the classroom at the children’s level and include a range of fiction, non-fiction and decodable books.

In **KS1,** the English curriculum is delivered through a book-based approach and, where possible, staff will select books which also support the current afternoon topic to allow the children to fully engage. In order to ensure the children are accessing a broad range of text types at an appropriate level, it is sometimes necessary to select quality texts which do not link to the topic.

In the Autumn term in Year 1, the Hannen approach is also used for children not yet ready to fully access the same reading and writing activities as the others working at the expected level.

Guided reading takes place in morning groups, once a week. The differing styles of activity in the two year groups reflect the broad spectrum of development in key stage 1. Children are given dedicated reading time for twenty minutes, three afternoons a week. This enables the children to practice their home-reading books and the class teachers to hear individuals read. The more able readers access the Accelerated Reader programme.

In **KS2,** a predominantly book-based approach is used to deliver the English curriculum with teachers choosing high quality texts in different genres to support the children becoming confident and capable readers and writers. Where possible, the English texts also link into the afternoon topic being taught. Whole class guided reading is used in some sessions to work on specific reading skills. In order to ensure the children are accessing a broad range of text types at an appropriate level, it is sometimes necessary to select quality texts which do not link to the topic.

Daily dedicated reading time happens for the first twenty minutes after lunch. The children take part in a range of activities - pre-reading a text, guided reading with an adult, follow up activities and independent reading using Accelerated Reader. This uses a text at a higher level than they would be reading independently and allows the teacher to help the children ‘deep read’ a text.

 **WE ARE WRITERS**

There are a lot of skills involved in producing a high-quality piece of writing and the teachers have a wide range of strategies they can use to help the children become budding authors.

The writing opportunities are taken from Michael Tidd’s *Reasons for Writing* and are linked to the Jane Considine *Progression in Genres* document. This ensures the children write the same genres each year (to build ‘sticky knowledge’) and there is a progression in skills in the different genres across the school. The programmes of study for each year group for the teaching of vocabulary, grammar and punctuation are set out in a separate single sheet document (found at www.primarytools.co.uk). There is also a skills progression document to support the teaching of poetry. (SEE APPENDICES)

In English lessons, teachers model the different parts of the writing process starting with the planning stage. They then go on to using other techniques such as Talk for Writing, shared writing, guided writing, scaffolding, adult support and the use of writing frames to support the writing process.

WAGOLL (‘what a good one looks like’) and WABOLL (‘what a bad one looks like’) models written by the teacher also help the children to recognise the different styles of writing required in each of the different text types.

The children’s completed writing is marked and assessed, and detailed feedback is given to help them improve. The children know you never settle for your first draft! After a writing session, they know they will need their purple polishing pens to perfect their work!

Writing is marked using a marking ladder which consists of the features of the particular genre and the non-negotiables for their year group. The non-negotiables consist of the age appropriate, expected punctuation, sentence structure, spelling and handwriting standards. The previous year’s grids are also used at the start of each new school year to give the teachers an idea as to where each child’s gaps in learning are.

In Years 2 and 6, the statements on the Teacher Assessment Framework are also referenced.

Within the **Nursery setting,** writing opportunities to encourage mark making are available within all areas of the classroom (indoor and outdoor). Writing is supported and modelled by staff.

Children are encouraged to bring in photos from home. Staff work with children to story scribe about their photos.

Independent writing is completed each half term to show progress.

In the **Reception classes**, the teachers ensure that writing opportunities are available daily, both indoors and outdoors, in all areas of the classroom. Mark making tools are easily accessible for children to self-select and use independently. The learning environment is print rich, displaying the alphabet and phonics sounds for the children to refer to.

Key writing skills from the Foundation Stage are also being delivered through a weekly teacher led session and the children are encouraged to apply these skills in their independent writing.

Each Reception teacher has 2 weekly focus children that they observe and work closely with. During the focus week, parents are encouraged to share photos from home which the children can write about. Adults support children when writing about their pictures from home or something that they are interested in. Children are supported forming letters using the Read Write Inc rhymes and encouraged to attempt independent writing.

‘Story scribing’ is used as an approach to writing. Adults observe play and intervene when appropriate to move the play on and to encourage storytelling and story writing. Adults model writing, letter formation and also scaffolding in their own writing. Children are encouraged to make their own marks and write their own sentences and stories. At the end of the session the stories are shared with the class and the children act them out.

In **KS1,** the first term within Year 1, is used to build on and develop further these early writing skills as the children focus on letter formations, recognising what a word is, recognising what a sentence is.

When the children are ready, they start to use ‘say a sentence - hold a sentence – write a sentence’. By the end of KS1, the children are able to write longer pieces using the features of a selected genre. The *Talk for Writing* approach is used to help structure their work.

In **KS2,** using a wide range of different texts, an ‘imitate – innovate – invent – independently apply’ approach is used. A story structure can be boxed up allowing the children to produce work in a number of different ways, for example they could be asked to extend a story in the style of the author they are reading or they could be asked to put a bit of a twist to their work (eg write from a different character’s point of view) or write a complete new story using the same characters.

It has been recognised that the majority of children of Charles Saer have a limited vocabulary when they first start school, and this remains a weakness throughout school. This has a significant impact on the standard of writing produced throughout school. As a response to this, the children are introduced to a number of new, ambitious words each week. They learn the meanings and how to use the word in a sentence. They enjoy the challenge of trying to use them in their work.

**SPELLING AND PHONICS**

Within the **Nursery setting,** all the children access phase 1 of Letters and Sounds. Phase 1 is taught in the continuous provision and in small group sessions, developing children's speaking and listening skills and laying the foundations for Set 1 sounds.

Phase 1 phonics include:

* Environmental sounds.
* Instrumental sounds.
* Body percussion (e.g. clapping and stamping)
* Rhythm and rhyme.
* Alliteration.
* Voice sounds.
* Oral blending and segmenting (e.g. hearing that d-o-g makes 'dog')

Children access Set 1 Read Write Inc. phonics when appropriate. More able children access Reception phonics sessions.

In the **Reception classes**, the children are taught phonics every day following the Read Write Inc. programme. At the start of the year, the focus is on rhyme, alliteration and hearing the sounds in words. Children are taught letter sounds alongside daily practice in orally blending and segmenting the sounds in words. The speed at which the sounds are taught depends on the child’s ability.

Assessments are carried out termly.

In **KS1,** phonics teaching is supported by the ‘Read, Write Inc’ programme and children are taught in small and very flexible groups. Regular half termly assessments ensure children are closely monitored and extra support is included as and when it is needed. As part of this process, the children are given the opportunity to apply the focus phoneme in the writing part of their phonics session. For children who are working beyond Read, Write Inc, children are taught using the No Nonsense spelling programme. Children participate in a weekly spelling test based on either focus phonemes, spelling rules or Common Exception Words.

In **KS2,** the No Nonsense Spelling programme is used to support the children in learning the different spelling rules and giving them different strategies for learning their spellings. Spelling sessions are delivered three times a week. Spelling homework is sent home weekly; this consists of words to be learned and a written activity.

The children also learn the statutory spellings for their phase.

For any Year 3 children who have not passed the KS1 phonics screening, ‘keep-up, catch-up’ booster sessions are delivered.

**HANDWRITING**

Dedicated handwriting sessions are delivered in all the key stages using the sequence suggested in the Teach Handwriting online resource.

Within the **Nursery setting,** writing opportunities encourage mark making and these are available within all areas of the classroom (indoor and outdoor). Early stages of writing are supported and modelled by staff.

This approach is carried into the **Reception classes**, where the teachers ensure that writing opportunities are available daily, both indoors and outdoors, in all areas of the classroom. Mark making tools are easily accessible for children to self-select and use independently. Adults model writing, letter formation and also scaffolding in their own writing. Children are encouraged to make their own marks and write their own sentences and stories.

The needs of left-handed children, or those with physical difficulties are also taken into consideration and where necessary accommodated with resources or specific intervention.

In **KS1,** this develops further as the children move through KS1. They use a rhyme to reinforce the expected formation and sing (with actions!) about capital letters and full stops, finger spaces, ‘Fred Fingers’ and beautiful handwriting sitting on the line. Pupils work on developing fluent lines of correctly orientated letters. Correct posture and positioning of paper or books are also emphasised

In **KS2,** the children continue to work on their joins, the orientation and the size of their letters. They are encouraged to think carefully about the presentation of their work. The same high standards of presentation are expected in all their books.

The children are expected to write in a cursive style by the end of Year 6 in line with the Teacher Assessment Frameworks (*maintain legibility in joined handwriting when writing at speed.*)

**SPEAKING AND LISTENING**

Throughout their primary education, the children are supported in the development of effective communication skills that will prepare them for later life. Speaking and listening skills form the foundation of all learning. It is learning **to** talk and learning **through** talk. In both formal and informal situations, opportunities are created that will allow meaningful conversation, discussion and talk around learning.

Our aim by the end of Year 6 is for children to be able to speak clearly, fluently and coherently and to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

As a staff we are using a skills progression document from Jane Considine – *Performance of* *Talk Framework* - covering EYFS to Year 6. The speaking and listening competencies are split into four different strands:

* Social Skills of Talk
* Listening/Listener Awareness
* Audience and Purpose
* Chronological and Cumulative Links

This is achieved by:

* The adults in school being aware that they are model speakers and listeners. This is demonstrated at all times throughout all interactions, with both children and adults.
* Building self-confidence – the children are shown their conversations and opinions are valued. They are encouraged to have respect for the views of others and listen and respond appropriately.
* Giving them the language that lets them express their emotions more clearly; understanding language can be used to reason.
* Participating with growing confidence in group discussion and drama activities.
* Taking part in activities that allow them to perform to larger audiences, for example in class assemblies, performance poetry and productions, thus allowing their efforts and skills to be acknowledged by staff, parents, carers, visitors and peers.
* Providing a range of experiences where children can work collaboratively and use language to cooperate and problem solve.
* Helping them to understand the need to adapt their speech to different situations.
* Giving them opportunities to evaluate and reflect on their own speech.
* Encouraging them to use the vocabulary and grammar of standard English whenever appropriate.

**SPECIAL NEEDS PROVISION**

All pupils, whatever their starting point in education, regardless of race, gender or special needs, are entitled to have access to a broad, balanced curriculum which includes English. We have high expectations of all our pupils, and we aim to provide for all children so that they achieve as highly as they can, according to their individual abilities. We identify which individual pupils or groups of pupils are at risk of under-achieving and take steps to improve their attainment. More able children are also identified and suitable learning challenges provided.

Extra support can take many different forms. These include in class support from a Teaching Assistant / teacher; 1:1 support; booster sessions outside the allocated lesson slot; enrichment activities; extra-curricular clubs. This is not an exhaustive list – strategies implemented are personalised to the specific child and their identified need.

A nurture class operates each morning which supports the learning in KS1. A small number of children are selected to learn within this small group setting based on their personal, social and emotional needs rather than their academic ability. They access the same English curriculum as the other children but with a greater emphasis on developing the key skills that will allow them to become effective, independent learners in the future.

**EQUAL OPPORTUNITIES**

It is the responsibility of all teachers to ensure that all pupils, irrespective of race, gender, ability, ethnicity and social circumstances have equal access to the English curriculum and make the greatest personal progress possible.

English provides opportunities for pupils to experience and respond to a wide range of texts, that are culturally diverse, appeal to both boys and girls and can be accessed regardless of ability.

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 is 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.

Although the majority of the pupils within school are white British, any children for whom English is an additional language is 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.

**CROSS CURRICULAR LINKS**

As English encompasses every aspect of the curriculum, the skills involved in speaking and listening, reading and writing can be taught and practised in every other subject in the curriculum also.

Teachers will ensure English skills are recognised through all the other areas of the curriculum. They will endeavour to provide learning opportunities which practise and consolidate skills taught in English lessons. It is vital that the child see the links between each subject and understand how the skills they learn in English must be applied to learning in other subjects.

**BRITISH VALUES AND SMSC**

The DfE have recently reinforced the need “to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.” The Government set out its definition of British values in the 2011 Prevent Strategy.

In English, the children’s understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. Lessons allow children to work together and gives them the chance to take part in class and group discussions on topical issues linked to the British Values displayed in all the classrooms.

**LINKS WITH PSHE**

As English permeates through every other subject taught, so does PSHE. English makes a significant contribution to the teaching of PSHE, particularly through the use of oracy. The teaching of English at Charles Saer Community Primary School develops skills through which our children can give critical responses to the moral questions they may meet in the texts they are studying.

**ASSESSMENT**

Assessment in English is used to:

* provide diagnostic information about individuals/groups enabling them to be tracked effectively.
* plan future teaching and learning
* provide summative information for teachers
* provide information for parents

Further evidence for assessment is provided by assessment of pupils’ written work and also scrutiny of pupils’ books by co-ordinators.

Through a robust assessment timetable, our impact in this subject is measured in the following ways.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Sept:  EYFS baseline assessments  Sept:  Accelerated Reader baseline  Oct:  KS1 internal phonic assessment  Oct:  EYFS assessment update on Tapestry | Oct:  Suffolk Reading test (KS2)  Dec:  Teacher assessment data drop  Dec:  KS1 internal phonic assessment  Dec:  EYFS assessment update on Tapestry | Jan:  Accelerated Reader monitoring  Feb:  KS1 internal phonic assessment  Feb:  EYFS assessment update on Tapestry | Apr:  Teacher assessment data drop  Apr:  KS1 internal phonic assessment  Apr:  EYFS assessment update on | Apr:  Accelerated Reader monitoring  **May:**  **Y6 SATs Y2 SATs**  **June:**  **Y1 phonics screening**  June:  Yrs 3, 4, 5 optional SATs  Suffolk Reading  May:  EYFS assessment update on Tapestry | End of July:  Accelerated Reader final progress score  July:  ALL Teacher assessment final data drop  **July:**  Final EYFS profile |

In the **Foundation stage**, the children’s mark-making and writing is evidenced in their learning journeys and on Tapestry. Parents are also encouraged to share observations from home to support assessments at school.

In **KS1,** there are a number of ‘data drops’ throughout the year when teachers report the level, they think each child will have reached by the end of the academic year.

The children’s progress in phonics is closely monitored through a half-termly assessment. Children who appear to be struggling are given timely intervention, either one-to-one or in small groups. The phonics screening check is administered by the head teacher.

For more able readers, the Accelerated Reader programme is used to monitor progress in reading.

In **KS2,** there are a number of ‘data drops’ throughout the year when teachers report the level they think each child will have reached by the end of the academic year. All data is recorded on Fisher Family Trust.

The Accelerated Reader programme is used to monitor progress made in reading. After a baseline reading test taken in September, the children take further tests in January, April and July. Interventions are put into place for the children falling behind and for the more able readers. These groupings are monitored and reviewed regularly.

Optional Reading SATs for Years 3, 4 and 5 take place in June to support teacher assessment.

In both KS1 and KS2, writing is teacher assessed and moderated internally throughout the year. Charles Saer is an active member of the Fleetwood Schools English Cluster and moderation has been carried out within this group.

In year groups 1, 3, 4 and 5, Pupil Progress Meetings with the Headteacher are held every term to discuss progress and identify any children causing concern. Following this, short term action plans identifying possible additional support strategies are put into place by the teachers. Additional support can be done in a number of ways - booster sessions outside of the allocated subject slot, additional support within class, speaking to parents/carers, focused homework tasks etc.

Pupil progress meetings are held half termly for Year 2 and Year 6 children.

Professional dialogues between teachers take place, in line with the transition policy, in the summer term to ensure detailed information is passed on to the next teacher in terms of attainment, ability and attitude to learning.

**EVALUATION AND MONITORING**

Monitoring of the standards of the children’s work, the quality of the teaching and learning taking place in the classrooms and the progress made by the pupils in English across the school is a whole school responsibility, including the head teacher, the subject leader, the nominated English governor and the class teachers.

Monitoring will include scrutiny of books, lesson observations, pupil interviews, analysis of data and staff meetings. The results of any monitoring under-taken by the subject leader will be shared with the staff either formally or informally and will form the basis of the English action plan and used to identify future training needs.

The work of the Subject Leader also involves being informed about current developments within the subject, supporting colleagues in light of these, 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 an annual overview of the current situation within the subject, including strengths and weaknesses. The subject leader regularly attends local cluster meetings in order to share good practice.

**IMPACT**

As a school, we strive to ensure our children’s attainment is in line with (or exceeds) their potential, whatever their starting point in primary education.

Our robust English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Our teaching objectives are taken from the National Curriculum and the overarching aims of the National Curriculum for English represent our intended impact.

We aim to ensure that all pupils, on leaving Charles Saer Community primary School will:

♣ 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 a knowledge of the 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 their understanding and ideas

♣ be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

**APPENDICES**

**Full copies of the following skills progression documents mentioned in this policy are available on request.**

* **Jane Considine’s Progression through Genres**
* **Reading Skills Progression Document**
* **Poetry Skills Progression Document**
* **Spelling Strategies Progression Document**
* **Performance of Talk Skills Progression Document**

**Michael Tidd’s Reaons for Writing**

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| **Years**  **1 & 2**  **(KS1)** | * Story * Description * Poetry | * Recount: * Letter * Instructions * Non-chronological report |  |  |
| **Years**  **3 & 4**  **(LKS2)** | * Narrative * Description * Poetry | * Recount: * Letter * Instructions * Non-chronological report * Explanation * Biography | * Advert |  |
| **Years**  **5 & 6**  **(UKS2)**  **HYBRID TEXTS** | * Narrative * Description * Poetry | * Recount: * Letter * Instructions * Non-chronological report * Explanation * Biography | * Advert | * Balanced argument |

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