

English

Aims and Purpose

Language development is at the heart of the curriculum and has implications for all forms of learning in our school.

The overarching aim for English in the national curriculum is to promote 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.

The National Curriculum for English aims to ensure that all pupils:

- 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 knowledge of 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 in and 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
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching, learning and planning

We believe that a quality English curriculum should develop children's love of reading, writing and discussion. We place great emphasis on developing early reading and reading for pleasure, fostering a lifelong love for reading. We believe in a culture where children, can write clearly and accurately, writing for purpose. We want to inspire children to be confident in speaking and listening and to be able to use discussion to communicate and further their learning.

Reading and writing are embedded throughout the curriculum, using a range of different texts.

We use Text drivers to select and use high quality texts to engage children in English.

We have a well-sourced library of fiction and non-fiction books and employ a Librarian. Each class has a weekly library session.

Phonics is taught through a discrete phonic session in EYFS and KS1 using the Song of Sounds programme. This multi-sensory scheme has high quality resources which are used within sessions to engage children.

We have phonically decodable reading books that match taught sounds- which are used in guided reading sessions and are taken home for children to read at home too.

We do 1:1 reading with children in Year R/1 to focus on their reading as well as guided reading sessions. In KS2 reading is taught weekly through 2 days whole class reading and 3 days guided reading. This is in addition to a daily English session.

We promote a love for reading and reading for pleasure through each class having a dedicated story time, so children hear adults read a class book aloud to the children. Each class also has a weekly library slot and we use Story wings to encourage wider reading, and reading a range of different genres.

We provide varied and exciting opportunities for children to write for different purposes and audiences and we encourage pupils to see themselves as authors and poets. Handwriting sessions

are regularly incorporated into the English lesson. From Year 1 children are taught to write in a cursive, joined up style. They use pencils and then pens from Year 4.

We foster the value of excellent vocabulary and this is developed and practiced across our curriculum with each class having a “words we love” board where children have come across new and ambitious vocabulary in their reading.

Assessment

Feedback is given to children by their peers, LSA’s and teachers verbally or through comments in their books during English lessons. Teachers follow the school marking policy and next steps are identified through a paw print. Children are given opportunities to edit and improve their own work by using a purple polishing pen.

We use target tracker three times a year to assess where children are in their learning using the Target Tracker statements. This is then used to identify children who need additional support and as a gap analysis to inform planning.

We also use Benchmarking, PERA and SALFORD to assess children in their reading as well as Headstart assessments, to inform our assessments on children’s progress.

Phonic assessments are made termly through the Song of Sounds programme and past phonic tests for Year 1.

Writing is assessed at least termly through Cold Writes at the beginning of a term and a hot write at the end.

All assessments are used to inform planning and support children to make progress in their learning.