



# English



At Litton Primary School, we believe that the English curriculum prepares all pupils to lead an enriched and fulfilling life by teaching the skills they need to communicate effectively and confidently with others, using the spoken and written word. We aim to promote a life-long love of reading which develops their cultural, emotional and intellectual awareness so they can participate fully in the world around them.

## **Intent:**

To ensure that children are fluent and confident communicators who can express their ideas and emotions to others through speech and writing.

To develop children to become enthusiastic, inquisitive and effective readers, who have the necessary skills to use their reading to further their knowledge in all areas of the curriculum and their future life.

To inspire a love of literacy across a range of genres, periods and cultures which they can use to develop their skills as a successful writer and communicator.

To provide children with effective skills in structuring language correctly to communicate with maximum effect.

To build a wide and purposeful vocabulary through high quality texts and specific teaching, which can be used to communicate successfully across all curriculum areas.

## **Teaching and Learning:**

At Litton CE Primary School, we strive to make the whole of our Literacy curriculum an enjoyable experience. It is taught both through discrete lesson teaching, and wherever possible, is linked to other curriculum subjects to provide a sound context and purpose to developing children's Literacy skills. Based on the requirements of the National Curriculum for English 2014, specific, progressive skills are identified within each unit of work. We plan literacy sessions flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained. Through differentiation and the support of Teaching Assistants, all children will receive high quality teaching and appropriate support in order for every child to reach their full potential. Children may receive additional support if necessary outside of the English lessons.

We use a broad range of teaching and learning styles in our English lessons. A clear lesson objective and success criteria are a feature of all English lessons. Working walls may support learning in the classrooms. Evaluative marking is used. Assessment informs planning and reference is made to the National Curriculum in medium term plans. We aim to engage children and follow their interests in the subject. We encourage children to ask questions and become independent learners and lessons are planned carefully to allow children to make connections in their learning, both prior learning, and learning in other curriculum areas.

## **Approaches to Spoken Language**

The four strands of spoken language: speaking, listening, group discussion and drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. We aim for children to be able to speak clearly, fluently and coherently and to use higher order vocabulary, to be able to listen attentively with understanding, pleasure and empathy and contribute to group discussions effectively.

We achieve this by:

- giving our children confidence in themselves as speakers and listeners by showing them that we value their conversations and opinions. We also encourage a respect for the views of others
- being aware that as adults, we provide a model of speakers and listeners in our day-to-day interactions with them and with other adults in our school
- helping them to articulate their ideas and provide purposes and audiences for talk within a range of formal and informal situations and in individual, partner, group and class contexts
- planning specific teaching of higher order vocabulary to enable children to express ideas clearly and to provide a sound basis for future learning
- by providing opportunities to perform to a larger audience, in assemblies and productions, where children's efforts and skills are acknowledged by staff, parents, carers, visitors and peers
- by providing a range of experiences where children can work collaboratively and participate in opportunities to reflect on talk and explore real and imagined situations through role play, hot-seating, drama and discussions
- by developing the children's ability to listen with attention and understanding in all areas of the curriculum and where necessary, asking and responding to questions appropriately

## **Approaches to Reading**

Pupils have opportunities to undertake guided, shared and independent reading throughout the school. A diverse range of texts and staged reading schemes are available. We do not use any one published scheme to teach reading, instead we believe that it is important to provide pupils with a selection of reading books and experiences from different genres and subject matter. Therefore, children are guided in choosing within coloured 'book bands' to ensure that a breadth of reading is experienced and additional support can be provided to address gaps within reading development, such as phonic knowledge.

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers. As children begin to read, we focus on decoding, primarily through phonics in addition to other strategies, e.g. whole word recognition, rhyme and context. As children build fluency, comprehension skills become our main area of focus and the teaching of skills such as re-telling, inference and prediction. We plan for children to not only answer questions about texts, but to develop their questioning skills and curiosity about language. We believe that high-quality and varied texts are key to

motivating children to read and instilling in children a love of literature and therefore learning.

We achieve this by:

- using reading as a vehicle for the whole curriculum from the beginning of children's experience at school
- placing the highest emphasis on developing reading to enable fluency and comprehension
- promoting a love of reading through whole class story times, shared reading, reading-rich learning environments and the enjoyment of developing knowledge through texts
- ensuring that every child (including those who are vulnerable, disadvantaged and those with SEND) is challenged and leaves as a confident, able (in fluency and comprehension) and passionate reader
- sequencing learning so that it progressively teaches children word reading, underpinned by phonics and comprehension skills to become fluent readers
- giving children the opportunity to read widely and often, exposing them to an abundance of varied, high quality texts which have different purposes
- using these high quality texts to specifically teach new vocabulary and expand children's writing and spoken language skills

### **Approaches to Writing**

We strive to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers, we encourage children to write creatively whilst teaching key writing skills explicitly and systematically. Teachers plan sequences of lessons to build towards a longer writing outcome that is linked to high quality texts, drama or first hand and stimulating experiences. The National Curriculum in English forms the basis of our teaching and learning, but wherever possible the context and stimulus for writing is linked to other areas of the curriculum through our half termly topics. We believe this gives children a strong purpose and enthusiasm for writing and an awareness of how to write for their reader. Teachers ensure that there is a balance across all writing genres throughout the year and children are explicitly encouraged to make links back to prior learning. We strongly believe that children should be taught to see writing as essential to their whole curriculum and not in isolation, therefore enabling them to apply their taught writing skills in all areas and to become confident and enthusiastic writers.

We achieve this by:

- treating children as writers, from the earliest stage, who have ideas that they will want to communicate, building on writing skills they have acquired and their knowledge of print from their environment
- providing experiences where the children can acquire confidence and a positive attitude to writing
- developing and sustaining writing skills by providing opportunities for children to write for a range of purposes and audiences and in all curriculum areas
- having a key focus on reading and analysing high quality texts to improve children's writing
- teaching specific higher order vocabulary to enhance the quality of children's writing
- using guided writing sessions to model writing skills, teaching children how to compose, amend and revise their writing

- having clear, shared objectives and success criteria for children's writing
- teaching children to become critical readers of their own writing by using self-evaluation and checking their work independently for sense, accuracy and meaning
- teaching grammar and punctuation in the context of children's own writing, as well as through discrete lessons
- teaching children to develop their ability to organise and present narrative writing, non-narrative writing and poetry in different ways
- teaching strategies for spelling to enable children to become confident and competent spellers. This is done through individual spelling and class discussions, and daily structured and differentiated sessions based on the Read, Write Inc. spelling programme
- teaching children to develop a fluent, cursive script and to take pride in the presentation of their work. This is done through discrete handwriting lessons and individual guidance

### **Approaches to Phonics and Spelling**

The teaching of phonic skills is embedded within English teaching in each class. Additional provision is made each day in discrete Read, Write Inc. sessions. These comprise of learning different graphemes, focussing on oral and aural phonological skills and sight vocabulary. During these sessions children are also explicitly shown how to apply their developing skills to their writing. All children are grouped in accordance to their individual needs and are in phase appropriate groups.

### **Inclusion:**

We teach English to all children, whatever their ability as part of our commitment to teach a broad and balanced curriculum to all. We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. Therefore, teachers provide learning opportunities that match the needs of all of the children in their class. This can include setting tasks which are open-ended and so can have a variety of responses, setting tasks and providing resources of different complexities, sometimes grouping children by ability and setting different tasks to each group and using teaching assistants to provide targeted support for children's learning. English lessons take into account the targets set for children in their Individual Education Plans (IEPs). Some children will need additional interventions and support to address gaps in their learning or specific difficulties with phonics, spelling, handwriting or comprehension skills. More able children are also identified and suitable learning challenges provided for them.

### **Equal Opportunities:**

Our English curriculum aims to provide equal access for all pupils irrespective of race, gender or disability. Teachers ensure that texts used cover a variety of genres, time periods and cultural heritage. Pupils learn about the context of the texts they study, so that they can learn about the places, lives and cultures of their own country and from around the world. This develops an understanding of their own and others' cultural background and how writing can be used to communicate views and ideas effectively and powerfully. We aim to make children think about their place in the world and how they can become positive citizens.

## **ICT:**

ICT is used wherever possible in the English curriculum. This includes using the IWB to stream resources and to bring texts to life. Children use individual computers to research different topics for their writing, to become familiar with online dictionaries and thesauruses, as well as using specific programmes such as 'Nessy' to help them develop their spelling and phonic skills.

## **Resources**

English resources including dictionaries, thesauruses, spelling mats, vocabulary banks and working walls are available for all children to use. The texts chosen by teachers for the teaching of the English curriculum are high quality and chosen to extend children's vocabulary and writing skills. The library contains a range of colour banded books for individual reading which cover a variety of genres and authors, as well as non-fiction books to support the units of work studied and broader subjects for interest. All classrooms have access to an interactive whiteboard through which they can watch videos, look at pictures and use a range of resources to support children's learning. We follow the National Curriculum 2014.

## **Assessment:**

We believe that assessment forms an integral part of the teaching and learning process as it informs and guides future planning. Children demonstrate their ability in English in a range of different ways including observing children at work, question and answer sessions as a whole class, group or individually and assessing written work. Teachers will give feedback both within lessons and at the end of a unit of work to enable children to make future progress. Children are also encouraged to make judgements about their own work and how they feel they can improve. This information is always shared with parents in the end of year report and during parent consultation evenings.

Work is assessed in line with the Assessment Policy.

In EYFS:

- Continuous formative assessment is carried out by experienced staff
- Reading assessment using Read Write Inc Phonics is carried out three times during the year
- High frequency word assessment in both reading and spelling is carried out twice a year
- Completion of the End of Foundation Stage Profile

In Year One

- Continuous formative assessment with work highlighted against success criteria
- Reading assessment using the PIRA test three times per year
- Writing is assessed against progress towards the end of key stage expectations
- High frequency word spelling assessment twice per year
- Year One national phonics test

In Year Two

- Continuous formative assessment with work highlighted against success criteria
- Reading assessment using the PIRA test three times per year

- Spelling assessment using the Read Write Inc spelling programme twice a year and high frequency word assessment twice a year
- End of Key Stage SATS

#### In Key Stage 2:

- Teachers use developmental feedback in order to identify where children have included elements of the success criteria (which are highlighted in yellow), set next steps targets (which are highlighted in green) and to give children the opportunity to revisit their work in order to make improvements
- Summative assessment is used three times a year in order to assess the children's writing against the school's writing standards grid and the National Writing Teacher Assessment Framework
- Individual writing targets are generated as a result of these assessments and through formative assessment of daily work. Children are able to monitor their progress towards individual targets through marking (highlighting evidence in orange and dating on their target sheet)
- Children are heard read weekly through individual and guided reading sessions and feedback and next steps are shared
- Summative assessment is used three times a year in order to assess children's reading progress using the PIRA graded reading tests
- Spelling progress is assessed throughout the year using the progressive assessments of the Read, Write, Inc. spelling programme and used to inform groupings. Children's spelling of high frequency words is also checked three times per year to monitor progress and identify children who may need extra spelling support or interventions
- Summative assessment of grammar knowledge is used three times a year through the Scholastic Grammar, Punctuation and Spelling Tests. This is used to track progress and inform focussed grammar teaching to address any gaps or misconceptions
- Year 6 pupils undertake SATs in May.

#### **Health and Safety:**

The general teaching requirement for health and safety applies to this subject. Risk assessments are undertaken for fieldwork activities or off-site visits and these comply with our Health and Safety Policy.

#### **Review:**

This policy will be reviewed every two years or as determined necessary, for example if there is a change of guidance.