

Reading

Children will:

- Read with confidence, fluency and understanding.
- Use a full range of reading strategies e.g. phonics, word recognition, graphic knowledge.
- Develop an interest in books and reading for pleasure
- Develop imagination through reading the examples of traditional and modern literature.
- Have experience of group, shared and individual reading, through RWI, SFA and Writing Weeks.

Reading skills are developed through:

- Daily phonics sessions from Nursery through to the SFA groups.
- Regular paired reading in RWI and SFA for all children across the school.
- A home/school lending scheme - children may choose and change a book when they wish
- Regular reading events, such as World Book Day and author visits.
- Focus questions in reading journals: to support pupils in their reading at school and at home.

Writing

Children will:

- Become 'word conscious' learners, developing an interest in words and their meanings, thus developing their spoken and written vocabulary.
- Understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to the genre, topic and audience.
- Produce independent pieces of writing, using correct punctuation and sentence construction.
- Write extended pieces of text.
- Have knowledge of the work of a range of writers.
- Develop continuous cursive handwriting in a fluid well-formed style.

Writing skills are developed through:

- A wide range of contexts for writing, from role play to assembly productions.
- Punctuation, grammar, spelling and phonics, which are taught on a daily basis in RWI, RWI Spelling and SFA, as well as during class writing lessons.
- Encouraging children to join letters from the earliest stages of writing.
- Regular practise of continuous cursive handwriting.
- Teaching 30 minute handwriting lessons, at least three times each week.
- Consistent use of the school's marking policy.
- Regular 'Writing Weeks' in which children write a range of pieces based on a class novel.
- Explicit teaching of vocabulary, SPaG skills and technical terminology.

Resources

Classroom resources in English are kept clearly labelled in appropriate areas of the school. There is a book store, which contains extensive fiction, non-fiction and poetry collections. Appropriate fiction and non-fiction books are allocated to each year group. Each classroom has a book corner with a range of fiction, non-fiction and poetry books.

- **Reading** is supported by the SFA programme and RWI Phonics in KS1 and EYFS.
- **Writing** is supported by the SFA programme and Big Writing resources.
- **Handwriting** is supported by the Daily Supported Handwriting programme throughout the school.
- **Spelling** is supported by the RWI Spelling programme and current National Curriculum word lists.

Digital Learning and Technology

Technology is a major resource which is used in English for a variety of tasks including:

- Presenting and publishing material for a variety of purposes and to different audiences (e.g. through Keynote, Explain Everything and Slides).
- Information is shared and accessed using the Internet through iPad and Chromebook including the use of exploration apps such as Google Expedition.
- iPads are used to bring writing to through a variety of apps including Chatterkids, iMovie and PuppetPals.

Assessment

Assessment and recording of formative assessment is carried out by the class teacher and is an integral part of their role. It is used on a weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning. Teachers assess progress by groups within the class adjusting plans to ensure all children are challenged at an appropriate level for them.

Children in EYFS are assessed regularly using the Early Learning Goals. This information is recorded and their progress tracked in their Interactive Learning Diaries.

Reading Assessments

- As part of the RWI phonics programme, children are assessed every eight weeks in order to be regrouped according to the progress they have made. Catch up tutoring is given to any children making slower progress.
- From Year 1, children take summative PIRA reading assessments at the end of each term to support teachers in tracking each child's progress against end of year objectives. These assessments are completed online, providing staff with a clear picture of strengths and target teaching areas for each child.

Writing Assessments

- Teachers assess writing in an ongoing, continuous cycles throughout the year, children are given regular opportunities to write independently and these pieces are used to judge children's achievements in line with the end of year expectation for their year group.
- English Subject Leaders and SMT moderate teachers' assessments and staff meetings are used to moderate across classes and year groups. Federation moderation INSET occurs termly.
- No more marking (a digital subscription service) is used for comparative judgement against other schools nationally.
- Parents receive an annual written report and are invited to three parental interviews throughout the academic year where assessment outcomes are shared with them.
- During writing weeks, teachers make assessments of their children in order to inform tracking and progress documents.

In line with the new curriculum, children are assessed against the end of year expectations for their own year group. Children are assessed as to whether they are working towards the expected level, working at the expected level or working at greater depth.

Equal Opportunities and Special Educational Needs

All children have equal access to the English curriculum, irrespective of race or gender. Children access the curriculum at the level appropriate to them, ensuring rapid measurable progress. Resources and learning environments are planned and designed to enable all children access to the learning required. Differentiated activities are provided to ensure all children are challenged at a level appropriate to their needs. Children with learning difficulties are assessed and diagnosed quickly in order for them to be supported appropriately. Quality first teaching, as well as the use of TAs, enables us to support children on the SEN register. Parents are kept informed, through meetings with the class teacher and the SENCo when appropriate.

Home Learning

Staff work together in order to make the learning experiences of our pupils as smooth, continuous, diverse and exciting as possible. Home Learning tasks are set half-termly using maker mats for children in KS1 and weekly for children in KS2 via Google Classroom, these tasks are designed to be engaging and varied as well as provide children with an opportunity to practise reading and writing skills they have learnt at school.

Other home learning tasks include:

- From Nursery onwards, children take home a reading book which they are able to change regularly. They are expected record what they have read in their reading journal. In KS2, children are expected to answer weekly 'Focus Questions' to practise specific reading skills. Children are expected to share their journals with their families.
- The learning of spelling lists based on the RWI Spelling programme.

Planning and Time Allocation

Medium term planning for SFA and Extended Writing is produced by English Coordinators. The SFA scheme of work is used to deliver the core English curriculum across KS2 and RWI is used to deliver phonics focussed learning in KS1. All class teachers are responsible for weekly planning, based on the agreed medium term plans and yearly overviews produced by the English Subject Leaders.

Teachers will:

- Identify the appropriate teaching and learning strategies required.
- Provide children with a varied balanced range of English lessons.
- Plan for the specific needs of children within their own class.
- Design units using both the SFA lesson plans and their own ideas and flair.
- Assess children against the National Curriculum objectives using termly PIRA assessments to support their judgements.

There are at least five hours per week allocated for RWI or SFA and writing. There are also two to three hours allocated for the provision of other areas of the English curriculum. For example, assemblies, circle time, story times, reading for pleasure (DEAR), spelling lessons and handwriting sessions. English links are also made through each IPC unit, giving children the opportunity to access a range of genres and develop their international mindedness and awareness.



English Policy



Curriculum

We aim to help children develop a love for the English language by providing a rich experience of the spoken and written word and by explicitly teaching challenging Tier 2 and 3 vocabulary across the curriculum. We recognise that English is a core subject within the National Curriculum and a prerequisite for educational and social progress. Mastery over language empowers children to communicate creatively and imaginatively, as well as allowing them to engage with the world at large.

We view the acquisition of language skills to be of the utmost importance and so the teaching of all aspects of English is given a high priority. The use of RWI Phonics and Spelling, SFA, Writing Weeks and Daily Supported Handwriting across the schools provides children with secure foundations which support the delivery of this essential area of the curriculum. We aim to develop pupil's abilities within an integrated programme of reading, writing and other literacy activities. Pupils will be given opportunities to use their English skills within a broad and balanced curriculum. Children come to school with varying levels of language skill which we extend and deepen. All English teaching will contribute to developing skills in reading, writing and SPaG.

Teaching and Learning

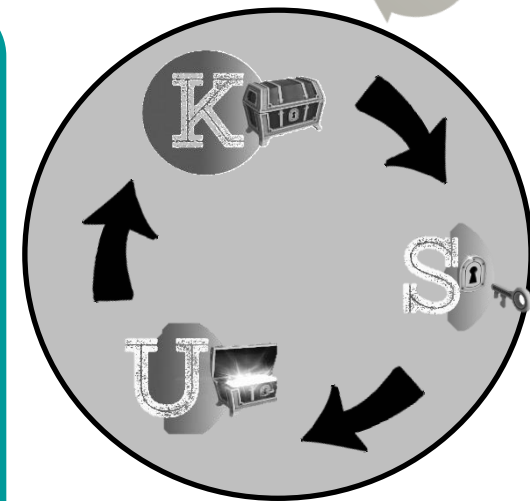
English teaching in our schools is based on:

- The Success for All (SFA) programme
- Big Writing
- RWI Phonics and Spelling
- The Daily Supported Handwriting programme

Our children are taught in an English-rich environment where the all-encompassing nature of English will be reflected in the cross curricular links for reading, writing and speaking and listening. An emphasis on linking writing to each IPC unit is paramount.

The English curriculum draws on a variety of teaching and learning approaches. We strive for a balance between those that concern the child's individual developing use of language and those that concern knowledge about language and literature.

The mode of working in English is a balance between whole class teaching, group work and independent work.



High Aspirations ○ High Standards ○ High Achievement

