

Subject Key Summary Points

Subject	English
Overall Curriculum	<p>A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and, through their reading and listening, enable others to communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. Children should also apply their writing and reading knowledge across the wider curriculum – for example, in science, history, geography and other subjects.</p>
Pedagogy	<p>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:</p> <ul style="list-style-type: none"> • 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 <p>The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich learning experiences to deepen their understanding of concepts. Those who are not sufficiently confident with earlier material should consolidate their understanding, including through additional practice, before moving on. Our pedagogy is that children should be fluent readers, writers and speakers, and apply these skills across a range of situations and contexts. This begins in the EYFS as we believe that early acquisition of phonics leads to greater success as pupils move through the school.</p> <p>Support and scaffolding are provided in a variety of ways in all English lessons by:</p> <ul style="list-style-type: none"> • setting challenging age-related tasks based on systematic, accurate assessment of pupils’ prior skills, knowledge and understanding

	<ul style="list-style-type: none"> • small, differentiated, targeted steps for all children to move through at a pace that suits their needs • timely support and intervention • systematically and effectively checking pupils' understanding throughout lessons • ensuring that marking and constructive feedback is personal, frequent and of a consistently high quality – enabling pupils to understand how to improve and develop their work - with planned-in time for children to respond to feedback
Assessment	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. This is mainly achieved through mini-plenaries, questioning, marking, T.A. feedback and pupil self-assessment.</p> <p>Reading is assessed through Read Write Inc. assessments every 6 weeks, ongoing Guided Reading formative assessments and summative reading assessments every term.</p> <p>Spelling and grammar are assessed formatively throughout each term and through summative assessments at the end of each term. During our daily grammar within English lessons, we incorporate assessment opportunities to check learning is not too easy or too hard.</p> <p>Writing is assessed at the end of each writing unit (every 3 weeks) and the end of each term. Throughout the year, teachers will formally assess writing on Evidence Gathering Grids (EGG sheets) to support final judgements.</p> <p>Speaking and listening skills are assessed formatively throughout the year and at the end of every term.</p> <p>Assessment is used to guide planning, intervention and classroom support.</p>
Culture	<p>Speaking and listening provide the foundation for further language development. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity. As such, it should be valued and built upon. Reading is one of the most powerful tools of learning both in and out of school. It provides opportunities for pupils to gain both understanding and pleasure from a range of texts. Confidence and competence in the use of the written word is essential to the communication of meaning. A pupil's ability to write effectively affects performance in all areas of learning and living and is very much a developmental process. We value and encourage children as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing. Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast-flowing, legible, joined style of writing.</p> <p>Enrichment is planned for through RE, history, geography, science etc.</p>
Systems	<p>The school follows the National Curriculum (2014). Class teachers use Babcock No-Nonsense Literacy Teaching sequences to plan for the teaching of English. This lists the specific learning objectives (including reading, writing, grammar and spoken language) and expected outcomes for each lesson, and gives details of how the lessons are to be taught. Teachers create long-term yearly progression maps for reading and writing (including grammar) to ensure that children experience a range of genres, coverage of objectives and progression of skill across the school. These long-term plans are guided by teacher assessment. For reading, we also use the Literacy Shed Vipers scheme to support whole-class guided reading. Reading and Spelling is also taught through Read Write Inc. This programme is implemented in Early Years and continues through to Year 6 in terms of spelling.</p>

	<p>Our systems ensure pupils experience a detailed and carefully sequenced curriculum, that includes regular, planned rehearsal and practice, in order to ensure that they securely grasp the concepts taught. The aim is for our pupils to become ‘fluent’ readers and competent and creative writers.</p>
<p>Policy</p>	<p>The Policy for English aims to ensure that all pupils:</p>
<p>Perceptions</p>	<p>The monitoring of the standards of children’s writing and the quality of learning and teaching in English is the shared responsibility of the S.L.T and the subject leader. The role of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of English in the school. Monitoring shows the following of systems are strong and teachers are trying to strike a balance between teaching and applying skills. The areas to work on are ‘assessment’ and ‘early identification of children working below age-related expectations’ to ensure we are supporting all children to make good progress in English.</p> <p>A summary from the last pupil conferencing session for writing:</p> <ul style="list-style-type: none"> • Children across the school generally enjoy writing but find it hard to write at length. Some stated that it was their favourite thing because it enabled them to travel to (and invent) new places. • Most children preferred either poetry or narrative to non-fiction writing. Several stated that they would prefer having the opportunity to ‘free write’, rather than following specific sequences and content requirements. • Some children stated that they do not enjoy writing as they need to include specific features. • Children explained that they were provided with word and grammar mats to support them with their writing and that they were also able to use the learning walls to remind them of prior learning. • Children explained that they use their ‘log and learn dictionaries’ to have a go at their spelling before asking for help. • Children across the school talked about using the speed sounds chart in the classroom (each class has one where all pupils can see the sounds and the different ways to spell them). • Children are confident in reminding each other to use their resources and often support each other with spellings. • Children explained that they were able to use their Learning Intentions to help them think about what they are learning and their success criteria helps them to know what they need to include in their writing in order to be successful. • Children talked about teachers’ feedback with green pen in the margin. They explained the use of the purple pen to respond to feedback – usually spellings and punctuation. • Some children from Year 4, 5 and 6 stated that they don’t always enjoy writing because they don’t understand the grammatical features and often find the vocabulary and spelling rules difficult. • Some children stated that they struggled with the amount that they were expected to write each day.

