




*'Dream, Believe, Achieve!'*

*'With God, all things are possible.' Matthew 19:26*

Psalm 25:4 Show me your ways, LORD, teach me your path.

# **CURRICULUM POLICY**

## **ENGLISH**

<b>Policy Date:</b>	November 2022
<b>Policy Review:</b>	November 2025
<b>Signature of Headteacher:</b>	

# **St. Mary's C.E. Primary School**

## **Curriculum Policy – English**

### **AIMS**

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

At St Mary's School we strive for children to be a 'Primary Literate Pupil'

By the age of eleven we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment
- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

### **STATUTORY REQUIREMENTS**

#### **In the Foundation Stage**

Children should be given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and possibilities for communication.

#### **At Key Stage One (Years 1 and 2)**

Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

#### **At Key Stage Two (Years 3-6)**

Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

### **SUBJECT ORGANISATION**

During Key Stage One some aspects of learning require children to be grouped according to ability e.g. reading groups. For some sessions they are in mixed ability groups so they can learn from each other and support one another with the aim of achieving layered targets or individual targets.

In Key Stage Two children work in sets being taught by teachers within their year group. Daily guided reading sessions will be taking place in Key Stage Two.

### **APPROACHES TO SPEAKING AND LISTENING**

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Speaking and Listening underpins the development of reading and writing. The quality and variety of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding for reading and writing. Some of the activities the children are involved in: In Key Stage One 'Show and Tell' plays a prominent role in communicating information with the children encouraged to ask and answer questions. Children will also communicate ideas and listen to others during circle time, role play and during class activities. In Key Stage Two, children may also use discussion time to share thoughts and feelings especially in areas of the curriculum such as RE and PHSE. They engage in critical and philosophical thinking. The children are encouraged to develop their own views and opinions, whilst considering and respecting the views of others through, for example, debating topical issues. With the obvious inclusion of the immersive classrooms, drama is used across the Key Stage 2 to explore ideas or texts. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

### **APPROACHES TO READING**

In Foundation, children are encouraged to read through phonics and sight vocabulary with a request for children to read at home, five times a week with parents recording this in the children's reading diaries. Foundation children start to read by using Bug Club Phonics and the Ginn 360 Scheme words which are linked to the Ginn books. Foundation children have access to the reading corner throughout the day. Throughout the Key Stages children read aloud to an adult on a weekly basis. Some children may be identified as needing daily reading sessions and will receive extra support. Each child may have a book of their choice to take home as well as being on the school reading programme- Reading Bug - which consist of a set of book banded books –including both fiction and non-fiction. Each child will take home with a reading record, or homework log book, in which the parent/carer can make comments. Throughout the Key Stages children read aloud to an adult on a regular basis. The adult may make a comment in the child's reading log. Shared reading takes place within the class and may be on the whiteboard, from a Big Book or a photocopied extract shared under the visualiser. Children will be encouraged to read aloud in order to gain confidence and learn to use expression in a supportive environment. This may be in small groups or whole class depending on the activity and desired outcome. Guided Reading forms part of the reading experience in all classes. This provides the opportunity for a focused look at a particular text in order to develop comprehension skills, increase knowledge of vocabulary and promote enjoyment of a wide range of more challenging texts. Independent reading takes the form of 'quiet reading' for a set time throughout the day.

### **APPROACHES TO WRITING**

In Foundation, Bug Club Phonics form the basis of early literacy lessons where children start to understand the relationship between sounds and letters (phonics). Children are gradually introduced to more sophisticated spelling patterns and word structures throughout Key Stage One. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar which are taught implicitly and explicitly from Year 1 through to Year 6 using the appendices in the New National Curriculum. Children in Key Stage Two are taught writing genres through a novel study approach. Year group novels are chosen to offer challenge and excitement for reading and may compliment the termly topic.

## **Spelling**

Spelling is an integral part of the writing process. Pupils who spell with ease are able to concentrate on the content of their writing and the making of meaning. Spelling is taught as part of a planned programme following the requirements of the National Curriculum. It is the entitlement of Foundation Stage and Key Stage 1 to a daily session of phonics. Foundation children will be taught daily using Bug Club Phonics and this will continue throughout Key Stage One where common exception words and topic words will also be taught. It is expected that in Key Stage 2 children will have regular explicit spelling sessions with weekly spellings being closely linked to spelling patterns and rules appropriate for the year group the child is in. Children will also be given access to Year specific spelling tasks as early morning work at least three times a week using the Headstart Spelling Programme.

## **Grammar**

Grammar is an important part of writing. Ideally it should be taught at point of need and is often text specific. With a novel based curriculum there are many opportunities to study grammar conventions and in Key Stage Two there will also be explicit lessons teaching a specific rule or concept.

## **CROSS-CURRICULAR LITERACY OPPORTUNITIES**

Children must learn to read, speak and write fluently so that they can acquire information and communicate their ideas and emotions in all other areas of the curriculum. Teachers will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum.

## **THE USE OF ICT**

Opportunities to use ICT including interactive whiteboard, PCs and iPads, will support teaching and learning in English.

## **ASSESSMENT AND TARGET SETTING**

Work will be assessed in line with the Assessment and Marking Policy, and incorporates guidance from Assessment for Learning (formative assessment). In Key Stage 2 all children will complete termly Star Reading tests and in Years 5/6 Grammar tests using Spag.com. Key to this is the premise that children will improve most effectively if they understand the aim of their learning; where they are in relation to this aim, and how they can achieve the aim (or close the gap in their knowledge). Effective assessment techniques can increase both motivation and self-esteem. Short term assessments are made as part of every lesson and involve sharing learning goals with pupils. Daily plans are adjusted accordingly. Medium term assessments measure progress against key objectives and individual or group targets are set accordingly. Long term assessments are made towards the end of the school year which, used in conjunction with the ongoing AFL, help assess progress against school and national targets.

## **INCLUSION**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. More able children will be identified and suitable learning challenges provided within their year band

## **EQUAL OPPORTUNITIES**

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

### **ROLE OF SUBJECT LEADER:**

The Subject Leader should be responsible for improving the standards of teaching and learning in English through:

- Monitoring and evaluating Literacy
- Pupil progress
- The quality of the Learning Environment;
- Moderation of children's work
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent English developments
- Monitoring of the standard of the children's work and the quality of the teaching is the responsibility of the subject leader. Samples of work are reviewed regularly in staff meetings. Lesson observations/learning walks take place regularly.

### **PARENTAL/COMMUNITY INVOLVEMENT:**

We value parental involvement in their child's development of literacy and promote a whole school partnership in the following ways: reading record book homework tasks inviting parents to hear readers in school - subject to relevant DBS checks regular Parents' Evenings; sharing successes and targets updates about methodology and new developments – e.g. in newsletter involvement in national/local events e.g. World Book Day.