
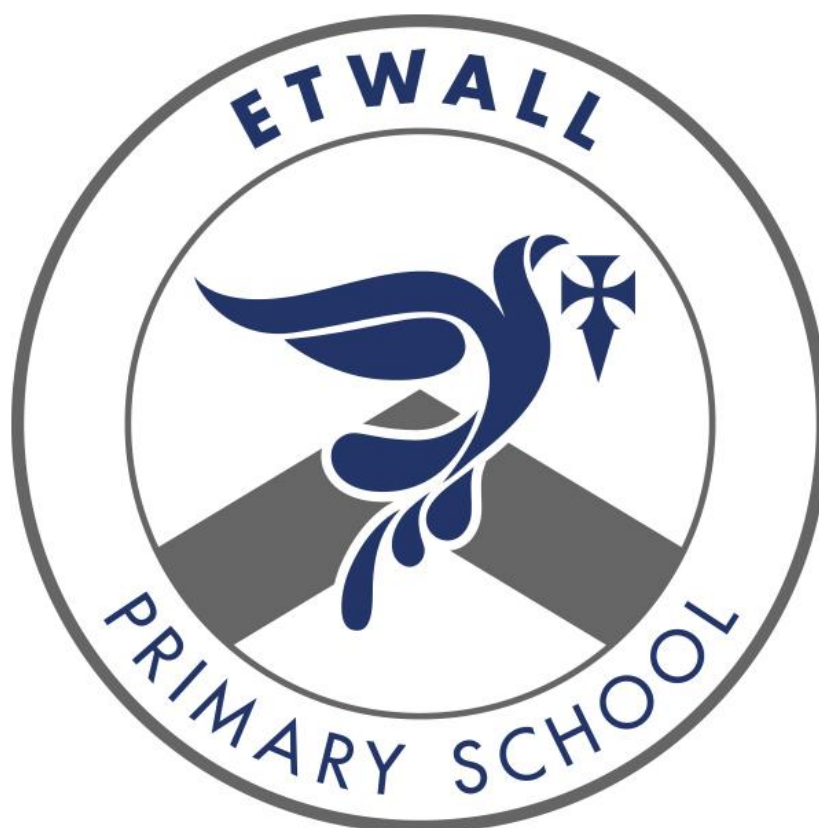


Document owner	Etwall Primary School	Signed Headteacher	by 
Author:	Erica Dawson		
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English

Intent, Implementation and Impact

Intent

At Etwall Primary School, we believe that fluency in the English language is an essential foundation for success in all subjects. We intend 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. We intend to deliver a curriculum which:

- Ensures that children can read fluently and with good understanding; developing the habit of reading widely and often, functionally and for pleasure.
- Enables children to acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- Encourages children to appreciate our rich and varied literary heritage.
- Teaches children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Develops children who are competent in the arts of speaking and listening, allowing children to use discussion in order to learn; elaborating and explaining clearly their understanding and ideas.

Curriculum Implementation

In school, we follow the National Curriculum and Early Years Foundation Stage Statutory Framework and through our English lessons and other curriculum lessons, we aim to build on skills developed year on year as children move from EYFS through to the end of Year 6. We teach in mixed aged classes from Year 1 onwards.

Reading

We endeavour to promote a love of reading and to provide reading opportunities including reading for pleasure and reading for information, using the class reading corners, school library and any termly foundation subject-linked books displayed in the classroom. Every class always has a class reading book 'on the go' which they enjoy reading throughout the week. We have worked closely with a consultant who has provided a wide range of high-quality literature from which we may choose our class readers, as well as using the BookTrust book finder to help the class vote for their next book. Children are encouraged to develop their reading skills in foundation subject lessons for example reading for information, reading religious stories in RE etc.

- In EYFS and KS1, children are taught a daily 30-minute phonics lesson which follows the Little Wandle phonics SSP. Any children who did not pass the phonics check by the end of KS1 WILL receive further support in KS2.
- The group reading element of the Little Wandle scheme ensures that all children are reading as a class with their teacher, and have access to fully phonically decodable books, as well as having access to these books at home, for further practise.
- In KS2, reading is taught in half hour daily slots, three times per week, focusing on the 'Reading Dogs' skills to comprehend texts, with lesson objectives taken from the National Curriculum.
- Every writing lesson lasts for one hour and uses high-quality texts to inspire writing.
- Children have access to Accelerated Reader complete book quizzes when they have finished reading a book, which develops their comprehension skills. They are encouraged to choose a variety of books to read for pleasure and teachers hear children read at least weekly.
- In Autumn and Spring terms, KS2 children have a reading fluency lesson once a week which focuses on their speed and accuracy, with targets set at 100 words per minute in y3/4 and 120 words per minute in y5/6. In Summer, teachers can work with children who require further support in fluent reading, and time is spent on honing comprehension skills.

Formative assessment occurs within every lesson to help identify the children who need more support to achieve the intended outcome, and for those who are ready for greater challenges. Summative assessments take place termly using Accelerated Reader, NFER assessments and formal reading assessment papers, allowing us to monitor the progress of pupils and provide extra support or challenge where necessary.

In EYFS reading is assessed in line with the ELGs, and the Little Wandle scheme sees teachers constantly identifying children who need further support and ‘plugging the gaps’ whilst following the SSP. This is also true of children in Year 1, who are assessed in line with the National Curriculum, and who are also assessed through the SSP to ensure progression is based on secure phonics knowledge and application.

Writing

Children learn from high quality texts and use them as a stimulus from which to write. They are immersed in a genre or a topic so that they are able to pick up the language and nuances of grammar through these high-quality texts.

The English curriculum is woven through the wider curriculum, so that every piece of writing is relevant and purposeful. Through the integrated units of work, we cover all genres of narrative, non-fiction and poetry over a two-year cycle in each Key Stage. For example, a science write-up would incorporate the features of instruction writing.

Skills learned when studying these subject areas are transferred to other genres when children write for different purposes and audiences across the curriculum.

- Vocabulary, grammar and punctuation in line with year group expectations are taught in the English lessons, with lesson starters used to revisit these objectives. We pull our objectives from the Key Learning Indicators of Progress (The University of Lancashire) which are directly in line with the NC, allowing for continuity and progression of skills.
- Spelling/phonics objectives are taught through a weekly spelling lesson in KS2 and daily phonics in EYFS/KS1. The common exception words (KS1) and statutory word lists (KS2) are taught alongside the weekly spelling objectives. The spelling appendix from the National Curriculum is used to teach the age-related objectives in KS1 and KS2 and Letters and Sounds in EYFS and KS1.
- We have a handwriting curriculum which is implemented across all year groups so that continuity is assured, and presentation is excellent across the school; this is based on our SSP for consistency purposes.
- Success criteria is used by children when writing across the curriculum to help them to improve the quality of their writing by focusing on punctuation, grammar and vocabulary.
- Expectations are high and clearly shared with children, so that they can work to a high standard and achieve what is expected of them.
- Children with additional needs are included in whole class lessons and teachers provide scaffolding and relevant support as necessary.
- Teachers model everything – metacognition is a fundamental part of learning to write and the process must be made transparent so that deliberate practise can be fine-tuned.

Writing is assessed by class teachers termly (summative assessment) and live feedback and formative assessment is given during lessons, with the expectation that children act on the advice they are given. Feedback provision is in line with the marking policy. In EYFS, writing is assessed in line with the ELGs.

Impact

Outcomes in English books evidence a broad and balanced curriculum and demonstrate children's acquisition of age-related key knowledge and skills. Children become fluent in reading and are able to tackle a text competently. We aim to instil a rich vocabulary which children can use confidently to articulate their views and opinions, through the use of high - quality texts. We also aim to find their unique narrative voice.

- Children will enjoy writing across a range of genres in English and foundation subjects.
- Children will have a wide vocabulary that they use within their spoken language and their writing across the curriculum.
- Children will leave primary school being able to effectively apply spelling rules and patterns they have been taught and with a good understanding of the grammatical rules used to write effectively for different audiences and purposes.
- Children will write in a neat, fluent style as appropriate to their key stage and they will take pride in the presentation of their work.
- Children will be fluent, confident readers who read for pleasure as well as for information both in school and at home.

Standards will be monitored by the subject lead and SLT through:

- Learning discussions with both children and teachers.
- Scrutiny of books and outcomes.
- Observation of practice.
- Termly assessments.

This information will be used to evaluate the effectiveness of subject plans and subject practice. The impact on whole school learning and teaching will be used to inform the school improvement plan.

Skills Progression

Teachers utilise the KLIPS document which outlines what children should be able to do by the end of the year. Teachers plan lessons which ensure these expectations are met, by using the year group expectations and building upon them. A planning guide is available for teachers to use so that they ensure all learning approaches are consistent, firstly across the phase, and then vertically across year groups, so that children know and follow a specific pattern of learning upon which they can build skills and accelerate learning where potential is evident. English skills become fluent and prior knowledge is activated through a familiar and engaging approach.

Assessment

Teachers use assessment for learning on a daily basis in their planning, with weekly plans annotated and adapted according to outcomes.

In the Foundation Stage, children are frequently observed and assessed using the Early Learning Goals and baseline assessment. This covers all aspects of Literacy including: listening and attention, understanding, speaking, reading and writing. The assessment grids are updated every term and then reported to the Headteacher and Assessment Co-ordinator.

Beyond EYFS, teachers use a triangulation approach to assessing children's outcomes. We initially use an online moderation programme called No More Marking, which gives children a scaled score in relation to their writing when compared with children across the nation. This outcome is then compared with the standard of their writing on a routine basis, including end of unit writing that represents their best efforts. Once this is gauged, teachers make a judgment using the KLIPS to confirm the learner's current level of writing in relation to the expected outcomes for children in their year group. Teachers then act accordingly to ensure progress can be made, identifying barriers to learning and how to overcome them.

Assessment is also supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Success criteria is used by children when writing across the curriculum to help them to improve the quality of their writing by focusing on punctuation, grammar and vocabulary. Work is assessed against this success criteria.
- Using differentiated, open-ended questions that require children to explain and unpick their understanding.
- Providing effective feedback, including interactive marking; providing *Silver Star challenges* in every lesson, so that every child has the opportunity to be stretched, thus engaging children with their learning and providing opportunities for self-assessment, consolidation and deepening understanding,
- Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners, with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes.

National Curriculum tests are used at the end of KS1 and 2; teachers use past and sample papers as they prepare pupils for these assessments. Each child's attainment and progress in English is formally reported to parents at the end of each term.

Early Years

We teach Literacy in reception classes as an integral part of the school's work. As the reception class is part of the Early Years Foundation Stage, we relate the Literacy aspects of the children's work to the objectives set out in the Early Years Curriculum which underpin the curriculum planning for children aged nought to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about and use words and text in a range of situations.

Contribution of English to teaching in other curriculum areas

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Teachers ensure that cross-curricular reading and writing opportunities are given to children in other subjects, so that they are applying their English skills across the curriculum. This is monitored by subject leaders. The integrated curriculum ensures plenty of opportunity to write across the curriculum.

Mathematics

English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories, rhymes and problems that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during lessons and they communicate mathematically through the developing use of precise mathematical language. Children in Key Stages 1 and 2 do problem solving activities which involve reading and communication skills (reasoning).

Computing

Opportunities for computing are integrated into planning as appropriate. All classes have at least three laptops, four iPads and an Interactive White Board (IWB). There is also a further bank of laptops and iPads that can be used with a class.

Personal, social and health education (PSHE) and citizenship

English contributes to the teaching of personal, social and health education and citizenship. We encourage younger children to take part in class and group discussions on topical issues. In their science work they talk about things that improve their health and about rules for keeping them safe around the school, and they communicate their findings in investigations both orally and through written work. In Computing they talk about Online Safety and how to act responsibly online. Older children research and debate topical problems and events. They discuss lifestyle choices and meet and talk with many visitors who work within the school community. Planned activities within the classroom encourage children to work together and respect each other's views.

SMSC Development

Spiritual education in English helps children to understand different cultures and traditions through the reading of traditional stories and fables. It allows children to compare their lives with others.

Moral education provides opportunities for children to recognise the impact of global issues that they have been taught about in other subjects and allows them to vocalise their opinions, debate and discuss and write about events from different perspectives. The teaching of English develops skills through which our children can give critical responses to the moral questions they meet in their work.

Cultural education provides opportunities for using quality texts to teach similarities and differences. Through their growing knowledge and understanding, children gain an appreciation of life in different societies and develop a sense of other cultures.

Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures.

Socially, during Reading and Writing, children are able to collaborate in different ways, share ideas and support each other with their learning. To support reading in school, a selected group of children have been paired with a 'reading buddy' of a different age. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results, thereby developing their understanding and social skills.

Diversity

Through English, children learn about the diversity of global, national and religious issues. Teachers encourage pupils to think about topical political, spiritual, moral, social and cultural issues and problems, such as the plight of refugees, and to use their imagination to consider other people's diverse experiences. We have a wide range of literature in school which represents people of colour and various social backgrounds, as we know children need to relate to the protagonists in their favourite stories.

Equal Opportunities

At Etwall Primary, we are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion. Support for specific individuals is well considered and planned for, with consideration given to how greater depth and further challenge can be implemented.

Inclusion

English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers are aware of their responsibility for SEN children and the more able pupils. They plan the curriculum with differentiated learning activities according to their needs.

Work in English takes into account the targets set for individual children in their Individual Education Plans (IEPs). Teachers provide help with communication and literacy through:

- using texts that children can read and understand;
- using visual and written materials in different formats and on different coloured backgrounds;
- using ICT, where appropriate;
- using alternative communication such as signs and symbols;
- using translators and a scribe.

All pupils are entitled to access the English curriculum at a level appropriate to their needs. To ensure inclusion, teachers use a range of strategies. Independent tasks, as well as whole class teaching, are also well adapted to ensure full accessibility, as well as to provide appropriate challenge to different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in each curriculum area, according to their full potential. Opportunities for enrichment are also developed, to ensure a fully inclusive and engaging English curriculum.

Health and Safety

The curriculum will be delivered in a safe and healthy manner; every effort will be taken to identify risks associated with a curriculum subject/activity and the appropriate control measures will be implemented. Pupils will be educated about health and safety issues as and when the opportunity arises throughout the course of normal teaching. Sensitivity to the well-being of children is of paramount importance when choosing appropriate literature from which to inspire writing.

Monitoring and review

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leaders. The work of the subject leaders 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. The leader has specially-allocated management time in order to enable him/her to review samples of the children's work and teacher's planning and undertakes lesson observations of English teaching across the school. After lesson observations, the subject leader gives the head teacher a summary of strengths and areas for development, to help aid future improvement. The named governor responsible for literacy meets with the subject leader in order to review progress

Data analysis will be utilised in collaboration with the assessment leader, to highlight further areas of development and areas of concern where action is needed.