



Corporation Road Community Primary School English Curriculum Policy (October 2017)

Approved by the Governing Body

Chair of Governors: Mrs Val Johnston

Date: October 2017

To be reviewed: October 2020

'A book is a dream that you hold in your hands.'

'Reading is dreaming with open eyes.'

'We lose ourselves in books, we find ourselves there too.'

Vision

At Corporation Road Community Primary School, we believe that literacy and communication are key life skills. We believe that understanding language unlocks the curriculum and is essential for success in all subjects. Through the English curriculum, we will help children develop the skills and knowledge that will enable them to communicate effectively and creatively through spoken and written language and equip them with the skills to become lifelong learners. We want children to enjoy and appreciate literature and its rich variety.

Literacy is at the heart of all children's learning. Literacy enables children both to communicate with others effectively for a variety of purposes and to examine their own and others' experiences, feelings and ideas, giving these order and meaning. Because literacy is central to children's intellectual, emotional and social development, it has an essential role across the curriculum and helps pupils' learning to be coherent and progressive.

- To promote a shared love and understanding of literacy;
- To establish high expectations for teachers and pupils;
- To promote continuity and coherence across the school;
- To ensure high standards of teaching and learning at all times;
- To be effective, competent communicators and good listeners;
- To be able to express opinions, articulate feelings and formulate responses;
- To be able to read and understand a variety of genres which ignites creativity;
- To develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- To use reading skills as an integral part of learning throughout the curriculum;
- To read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding;
- To develop different strategies for approaching reading and be able to orchestrate the full range of strategies;
- To foster an interest in words and their meanings, and to develop a growing vocabulary in both spoken and written form;
- To enjoy and engage with and understand a range of text types and genres;
- To be able to write in a variety of styles and forms showing awareness of audience and purpose;
- To develop powers of imagination, inventiveness and critical awareness in all areas of literacy;
- To use grammar and punctuation accurately;
- To understand spelling conventions and to apply these in our writing;
- To produce effective, well-presented written work;
- To be proud of the work we produce every day.

Aims

At our school, we believe that all children should be:

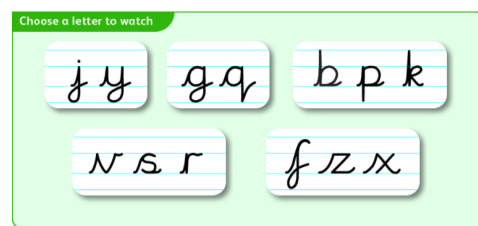
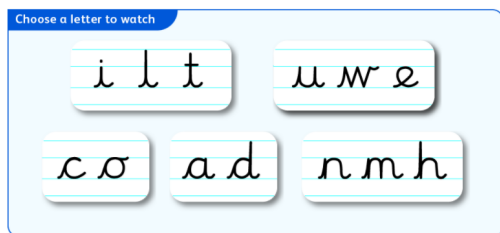
- Engaged, and at best inspired, in their learning,
- Challenged in their learning,
- Expected to produce their best every day in every lesson.

Handwriting

It is paramount that children are rigorously taught correct letter formation from the very beginning of their time in school. As soon as the children are ready, they should be taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct tripod grip and develop a legible and handwriting style. In Reception, the children are expected to learn letter formation and beginning to use pre-cursive. In Key Stage 1, the children use pre-cursive and begin to join. In Key Stage 2, the children are expected to join cursive. Later in school, the children are encouraged to write legibly, fluently and consistently, finding a style that is comfortable to them.

The school follows the Letter Join Scheme. Here is the link: www.letterjoin.co.uk

It is expected that all members of staff, class teachers and teaching assistants, model the school handwriting style at all times i.e. when writing on the board or in children's books. Handwriting is taught explicitly and is timetables for 20 minutes each week.



Spelling

At our school, we believe that children should be able to:

- Blend and segment sounds easily;
- Learn that segmenting words into their constituent phonemes for spelling is the reverse of blending phonemes into words for reading;
- Use a range of approaches to learn and spell irregular words;
- Correctly spell keywords appropriate to their age.

Pupils have access to a range of phonics opportunities across Nursery, Reception and Key Stage 1. Each day, phonics is taught discretely and then applied in reading and writing. There is weekly whole class teaching of specific spelling patterns and rules across Key Stage 1 and Key Stage 2. The school follows spellings from Shakespeare and More, which is then amalgamated with word lists from the curriculum to ensure full coverage. Each week, the children are given spellings to learn at home. These are then tested weekly.

Phonics

At our school, we believe that children should be able to blend and segment sounds easily. Phonics is discretely taught in EYFS and Key Stage 1. The expectation at the end of EYFS is that children have achieved Phase 4, by the end of Year 1 Phase 5 and by the end of Year 2 Phase 6.

At the end of Year 1, all children sit the Phonics Screening test. Some children are then re-tested in Year 2 if they did not meet the expected score to pass in Year 1.

We expect our children to apply their Phonics knowledge throughout the day, to this end (in Key Stage 1) we have timetabled Phonics, English and Reading so the children have the opportunity to practice and apply their skills in different ways.

Reading

At our school, we believe that children should:

- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity;
- Use reading skills as an integral part of learning throughout the curriculum;
- Read and respond to a variety of texts whilst gaining increased level of fluency, accuracy, independence and understanding;
- Develop different strategies for approaching reading and be able to orchestrate the full range of strategies;

Teachers promote and value reading as an enjoyable activity and a life skill. Teachers plan for a range of comprehension strategies that allow pupils to engage with text in a variety of ways to suit different learning styles. In Reading for Pleasure, the children access a variety of texts, which suit their interests and challenge them appropriately. For example, newspapers, picture books, non-fiction, menus. Texts are rich and challenging, beyond the current reading ability of the majority of the class.

Children's reading is assessed and closely monitored throughout the term to ensure that their needs are met and are moved on appropriately. The aim is to reach the year group standard by the Spring Term. During Reading for Pleasure, the children are listened to 1:1 and discuss their books with their teacher. This may include answering questions related to comprehension, inference or language. The children are encouraged to change their own books, giving them ownership over what they are reading. At Key Stage 2, most children have completed the book band levels and will be accomplished free readers. Find below the order of our book bands.

Pink

Red

Yellow

Blue

Green – End of year Expected Level for Year 1

Orange – End of year Expected Level for Year 1

Turquoise

Purple

Gold – End of year Expected Level for Year 2

White

Lime-Green

Brown - End of year Expected Level for Year 3

Grey

Dark Blue

Dark Red - End of year Expected Level for Year 4

Many other opportunities are provided for pupils to practise and extend reading in other subjects. On Awe and Wonder Monday and during regular English lessons, the children access texts appropriate to their topic, ensuring that reading is real life and contextual.

All teachers are responsible for providing a stimulating reading environment, promoting book ownership and recommending books to pupils. Classroom and central displays are language rich and special displays should promote authors and books. There are two libraries in school: a fiction and a non-fiction, which the children access weekly with their peers. They are encouraged to select books independently and read at their pleasure. Across school, there are designated areas where children can access books. There is a scheduled reading assembly each week where the whole school can come together and celebrate our love of reading.

Reading at home is regarded as an important part of reading development. Parents are encouraged to hear their children read regularly and respond to their child's reading through their Home School Reading Record.

Writing

At our school, we believe that children should:

- Write in different contexts and for different purposes and audiences;
- Be increasingly aware of the conventions of writing, including grammar, punctuation and spelling;
- Plan, draft and edit their writing to suit the purpose;
- Be inspired to be a creative writer;
- Think about the impact upon the reader.

Teachers promote writing and look for ways to inspire and motivate pupils so that they see themselves as 'writers'. This could be through text stimulus or experiences. Teachers establish the purpose and audience for writing and make teaching objectives explicit to pupils so they know why they are studying a particular text type, the kind of writing activities they need to undertake and what the expected outcome will be.

Subject-specific texts that link to work being undertaken in other areas should also be used in literacy lessons to support the wider curriculum. Teachers use modeled, shared and guided writing to model the writing process. Shared reading and writing provide a context for discussion and demonstration of grammatical features at word level, sentence level and text level.

While we believe sentence level work is important, we truly believe that a focus on composition and effect is an integral part of becoming an accomplished writer. Alongside this, exposure to high quality texts and reading for pleasure can influence a child's writing.

At our school, we believe that children should produce their best writing every day. This includes written work from all areas of the curriculum. Their work should be effective and well presented.

English is timetabled 4 days a week (Tuesday to Friday). Children are writing across school at the same time each day and are encouraged to be independent writers. In EYFS, a love of writing is promoted and opportunities are available in the environment.

Speaking and Listening

At our school we believe that spoken language is an integral part of English and incorporate it into many aspects of our curriculum. As our children progress through school they become more fluent, coherent and confident speakers.

Throughout the year we build in opportunities for the children to speak to one another, adults around school or visitors. We have a timetabled Awe and Wonder assembly each week, which gives children from each class the experience of speaking in front of the whole school about their learning.

When planning English lessons, teachers include elements of speaking and listening because we feel it is an important opportunity for the children to discuss their ideas before putting pen to paper. Lower down the school this may be verbally retelling stories, or discussion of modelled/shared writing. Further up school, children may discuss and debate different topics.

Outside of the classroom, we believe it is important that children have a voice and they are given the opportunity to be heard. We hold weekly School Council meetings, where representatives from each class share and discuss the ideas, hopes and concerns of their peers. Each year we hold Head Girl and Head Boy hustings, each child prepares a speech and then the rest of the school vote for their preferred candidate.

The children across the school are measured against the following Spoken Language Objectives:

Spoken language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
 - ask relevant questions to extend their understanding and knowledge
 - use relevant strategies to build their vocabulary
 - articulate and justify answers, arguments and opinions
 - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
 - use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 - speak audibly and fluently with an increasing command of Standard English
 - participate in discussions, presentations, performances, role play/improvisations and debates
 - gain, maintain and monitor the interest of the listener(s)
 - consider and evaluate different viewpoints, attending to and building on the contributions of others
 - select and use appropriate registers for effective communication
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Foundation Stage

Through Communication and Language, English skills are part of the integrated practice in EYFS. Skills such as speaking and listening and understanding are taught. Literacy is planned for and linked to a book, theme or topic. This is then built into the continuous provision.

In EYFS the children are inspired through themes and topics as well as child initiated ideas. Children also have the opportunity to select books to read themselves and during class story time.

Awe and Wonder is part of the continuous provision in EYFS, the children are also exposed to Tasting Tuesdays and Wonderful Wednesdays. Teachers plan experiences into everyday learning through the different themed days for example tasting Goldilocks' porridge on Tasting Tuesday. In addition, trips are planned and visitors invited in to speak to the children, inspiring them every day.

Contribution of English across the curriculum

As the children become efficient writers across school, their purpose for writing broadens into other areas of the curriculum. This is supported by our Awe and Wonder Monday. Through our extensive topics, the children learn and exposed to a wider range of vocabulary, enhancing their acquisition of language. This is applied in their writing, giving it a depth beyond their expected level. ICT resources are used to inspire and access writing stimuli. The children often write about experiences of extra-curricular activities e.g. Harvest Festival, Eid, Mini Police.

Emotional Literacy

At our school, we celebrate all cultures and religions across the world. We encourage the children to read about and empathise with each other and those in the community around them. Through SMSC, the children learn about different backgrounds, experiences and unfamiliar situation. They begin to understand and relate this to their own lives. Books are used to stimulate discuss and an emotional response. We encourage the children to infer feelings and motives and to portray this in their writing.

Assessment

As part of a Multi-Academy Trust, the children are measured against 25 objectives for Reading and Writing at their age appropriate level. At the end of each year, the children are expected to achieve at least 19 of the 25 to be deemed age related. To achieve working at Greater Depth, the children must achieve all 25, with 52% at a Mastery Level.

Ongoing teacher assessment is carried out daily to assess where the children are at and inform planning and teaching. Moderation of teacher assessment is carried out by the Support and Challenge Team to ensure consistency with judgments. External moderation is carried out across the MAT.

EYFS

In Nursery, the children have a Learning Profile where all formative assessments such as observations and focused activity evidence is recorded.

In Reception, Literacy books are used to begin to record in. Learning Profiles are also used to continue recording evidence.

The Learning Profiles and English books are used to inform judgements each half term. These judgements are made using development matters statements, which are age banded.

Year 1 Phonics Screening Test

At the end of Year 1, all children sit the Phonics Screening test. Some children are then re-tested in Year 2 if they did not meet the expected score to pass in Year 1.

Key Stage 1 Assessment

At the end of Year 2, children sit tests in Reading, Spelling and Grammar. Alongside teacher assessment, these tests inform the children's end of year attainment. Writing is teacher assessed. The children build up a portfolio of work, which is then judged against the standard.

Key Stage 2 Assessment

At the end of Year 6, children sit tests in Reading, Spelling, and Grammar. These tests are externally marked and provide end of primary school outcomes for each child. Writing is teacher assessed. The children build up a portfolio of work, which is then judged against the standard.

Roles and Responsibilities

At our school, all adults are responsible for the development of English skills for each child. Day to day teaching is the responsibility of class teachers or the adult covering the class. Moderation of reading and writing is carried out by the Support and Challenge Team and the Headteacher. Parents are responsible for the development of their child's English skills at home, supporting their child with reading and homework.