



ENGLISH

1. Introduction

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school. At school we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily cross-curricular and a constant through-out school life and beyond. It is part of the 'essential knowledge' that is needed in society:

English has a pre-eminent place in education and in society. 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, others can 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; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

At Cawston Grange Primary School we aim not only to prepare our children for the next stage of their education, but also to lay the foundations for successful lives after school.

2 Curriculum Intent

At Cawston, we understand the importance of reading as a mechanism for accessing all areas of the curriculum and encourage a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing, adapting their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and use discussion to communicate and further their learning. We use our Cawston Values to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success, beyond Primary School.

The aims of our English teaching at Cawston Grange are aligned with the aims of the National Curriculum. We aim to ensure that all pupils:

- 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

A mastery approach to the teaching of English has been adopted, so we have high expectations of all our pupils. We endeavour to make the English curriculum accessible to all pupils; moving them through the programme of study at broadly the same pace, using skilful questioning to reveal and address misconceptions and providing scaffolding for children when required. Skilful assessment identifies children who are struggling to grasp concepts leading to guided groups and intervention. All children need a deep understanding of the English they are learning in order that future learning is built upon firm foundations. Part of this approach includes adopting a 'growth mindset'. Children at Cawston Grange Primary School are encouraged to believe they are all capable of learning and applying English language skills and knowledge, given sufficient time, good teaching, appropriate resources and effort.

At Cawston, communication by using precise vocabulary is encouraged and literacy skills are practised and applied across the curriculum. A literacy rich environment supports learning across the school and we promote a positive attitude and sense of excitement about English.

3. Implementation

We follow the National Curriculum 2014 English document for KS1 & KS2. The programmes of study and outcomes are fully integrated into our school-based planning systems. We use a themed approach across the school, where every year group covers texts linked to this theme each half-term. Teaching and learning combines reading, spelling, handwriting, writing and spoken language. English is taught daily. Across the school, where possible, we also use topic links to develop the children's literacy, exposing them to a variety of genres and text types. Through ongoing AfL we alter plans in the light of children's needs, planning in lessons which exemplify the area of learning to be developed.

- Our long term plan can be found on our school website.
- Our medium and short term planning grids for each book are stored centrally on One-Drive.
- Pupils are set spellings for home learning, based on their needs.

Spoken Language:

The National Curriculum states that pupils should be '*taught to speak clearly and convey ideas confidently in Standard English.*' They should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach that children need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Paired, group and whole class discussions regularly happen in most lessons.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time at home through 'talk homework'
- School performances
- Class debates
- Class assemblies
- Pupil voice
- Talk partners and think pair share activities
- Drama / role play
- PSHE and Peace Circles
- Sharing learning
- Presenting a practised piece to the class or the school.

Phonics and Spelling

Phonics is planned across the Early Years Foundation Stage, Key Stage One and into Key Stage Two where the need arises.

Through daily, systematic and consistent high quality phonics teaching, children learn to blend sounds to read words and segment words to support their spelling ability. To allow our children to develop a strong phonemic awareness and effective blending and decoding skills, we have chosen to use a systematic, synthetic phonics programme called **Little Wandle: Letters and Sounds Revised**.

We teach Phonics every single day for 20-25 minutes. Some pupils in Reception and Year 1 work in smaller groups matched to their phonic knowledge, with some pupils in Year 2 also receiving daily phonics lessons if needed. All members of staff are trained in the 'Little Wandle Way' of teaching to ensure consistency across the school. Throughout daily lessons, staff will carry out formative assessments so that any pupils who are finding it difficult can receive extra support. Teachers also carry out summative assessments with every pupil every half term to evaluate their progress and to ascertain any 'gaps' in their knowledge; they then use these assessments to adapt their lessons to support all children in Phonics. Teachers plan daily 'Keep-up' interventions in both Reception and Year 1 for pupils that need additional support, and these are adapted all the time to suit the needs of the pupils.

Any child in Key Stage 2 requiring additional teaching in phonic skills will be supported appropriately using schemes such as Apples and Pears in order to close gaps in their understanding and encourage them to reach their full potential.

Spelling is taught based on a rule a week in Years 1-6. This rule is focused on during discrete teaching sessions and children are tested weekly on differentiated words which follow this pattern. High frequency word tests are done termly for the words in the National Curriculum.

Handwriting

- Handwriting is taught at least three times per week, following the Letter-Join scheme.
- In EYFS and Year 1, correct letter formation is paramount. In Year 2, children are introduced to joining.
- Letter formation and joins are modelled by the teacher and then practised in the children's books.
- Children have access at home to Letter-Join, to allow them to practise if they wish to.

Reading

- Children learn to read easily and fluently through daily phonics lessons in EYFS and Key Stage 1, with regular reading to adults in school and to reading partners. They are encouraged to read regularly at home and we support this with our Starbooks reward system.
- Children in EYFS and KS1 are heard read individually at least once a fortnight. In KS2 this continues for children who still need this support. Basic skills are given a priority across the school with daily slots. Teachers evaluate the needs of their class and tailor their planning to suit this.
- Children in EYFS and Year 1 also participate in Reading Practice sessions 2x a week, where they can apply the skills and knowledge they have developed to closely-matched decodable reading books. They are grouped by phonic-knowledge and each group works with a different member of staff on rotation. The first session is focused on decoding skills (sounding out and blending to read), and the second session is focused on the comprehension and prosody skills using the same book.
- The children are then allocated the same reading book as an e-book to read to their families at home each week, alongside 'Shared Readers' and library books that are to be read with their families too. Families and teachers can communicate progress through the children's reading logs and teachers ensure that families are aware of any extra support that children might be receiving at school.
- Whole class reading is taught as part of the English lessons in Years 2-6. Teachers ensure that all of the reading domains are covered in this way. This approach makes it more meaningful and children can demonstrate their understanding through follow up reading tasks.
- We use a variety of texts designed to evoke enthusiasm and interest, as well as to develop understanding. Forging a connection with the text culturally, emotionally, intellectually, socially and spiritually is also promoted.
- Children are encouraged to take a reading book home from our reading scheme, which is split into coloured book bands, encompassing a variety of genres.
- Pupils also need to read to find information in all lessons and comprehension is assessed in a formal way every term from Years 1-6, using the Cornerstones tests.
- All children visit the library once a week, where they take out one fiction and one non-fiction book.
- Book Week promotes the positivity of reading; including the book fair, a visit from an author, all staff reading their favourite book and Storytelling Evening in pyjamas.

Writing

Our aim is to:

- Develop the stamina and skills to write at length.
- Use accurate spelling and punctuation.
- Be grammatically correct.
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations.
- Write to support their understanding and consolidation of what they have heard or read.

We will do this by:

- Being exposed to high quality texts, modelling and shared/ collaborative writing to demonstrate good practice.
- Encouraging and promoting 'talk for writing'.

- Providing writing frames to support the least confident.
- Providing time for planning, editing and revising.
- Marking extended pieces of work in depth, identifying successes and setting personalised gap tasks for pupils.
- Using success criteria grids, which include the basic skills to build strong foundations.
- Encouraging joined handwriting to support spelling and speed.
- Using drama and hot-seating to help pupils to think about another point of view.
- Supporting pupils with learning and motor difficulties.
- Meeting with parents to help them support their child.
- Rewarding children with certificates in a termly Star Writer assembly, where their writing is shared with the school.

Grammar and Punctuation

Children are taught grammar and punctuation sessions weekly, as part of their English lesson, or in addition to daily English lessons. We correct grammatical errors orally or in written work where appropriate.

The Foundation Stage

In Foundation, we relate the Communication and Language and Literacy aspects of the children's learning to the objectives set out in the Early Years Foundation Stage Curriculum (EYFS). On entry, judgements are made using the Baseline assessment and against the Development Matters bands to identify each child's starting point and ensure teaching and learning meets the needs of all. The children all take part in a baseline assessment to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and each other, to listen carefully and to practise and extend their vocabulary and communication skills. Oracy activities help to identify gaps in vocabulary and promote opportunities for developing story language and narratives. A mixture of adult and child initiated learning and accurate AfL ensures an exciting and hands on cross-curricular approach to enable children to make good progress.

Phonics is taught daily using the Little Wandle: Letters and Sounds Revised systematic synthetic phonics scheme. Shared and modelled reading, plus daily story time, fosters a love of books. In addition to this, children are actively encouraged to further these skills at home and individual reading logs are shared between home and school to support communication about children's progress in reading. We send home Little Wandle sheets to enable children to practise their phonics with their family each week, as well as their phonetically-matched e-book and 'shared readers'.

Writing is promoted across the curriculum using thematic approaches, real experiences and stories to inspire creativity and offer extended opportunities for child-initiated writing in both the inside and outside learning environments. Children's progress is evidenced through adult-led activities and comments from self-initiated activities and is monitored in line with Development Matters and Early Learning Goal statements. During the Spring and Summer terms, the children are given short dictated captions, where they can apply their phonic knowledge and handwriting skills, with a focus on strong foundations whilst avoiding cognitive overload. Whole class assessment records are kept by Foundation teachers and achievement is plotted onto Pupil Tracker (Insight) termly. In order to meet statutory requirements, this data is then sent to Warwickshire LA before the end of the school year.

School Environment

Our school environment is literacy rich and supports current learning. This will be seen through:

- Sound wall/ phonics boards in EYFS/Yr 1.
- English working walls across the school, which display the learning journey and include WAGOLLS, vocabulary and modelled examples.
- Examples of children's quality writing throughout the school.
- Dictionaries and thesauruses available for children to access when needed.
- Useful help cards which the children can access in classrooms, with key knowledge which can support children's writing.
- Exciting and inviting book corners in every classroom.
- A welcoming and relaxing library with a wonderful selection of fiction and non-fiction texts.

Home learning

Home learning will be set in line with the school's home learning policy and will involve children practising, developing and applying skills that have been taught. Parental involvement is continuously encouraged and in order to help parents support their children, information is shared regularly. Home learning tasks include learning spellings and writing sentences to demonstrate understanding, English sentence writing tasks and reading their scheme books. A monthly whole school writing competition is set, for pupils who choose to submit an entry.

Equal Opportunities

The English policy reflects and supports the equal opportunities ethos of the school. All children will have access to the English curriculum appropriate to their age and need.

Special Educational Needs

Adaptations will be made to curriculum, equipment and to resources to allow access to English for all pupils with SEND, including provision for pupils who are exceptionally able.

Assessing Impact and Reporting

Children's books provide evidence of progress. English and Handwriting books are used to record learning, which include examples of writing, spelling, punctuation and reading comprehension understanding of the different domains. However, children apply these skills across the curriculum in other subjects too.

Assessment is an ongoing process in the classroom which forms the basis of future action. Formal and informal teacher assessments are based upon practical, written and oral work completed by the children. These end of term assessments are recorded on Insight. Every term pupil progress meetings are held with the headteacher and phase leads to discuss progress and impact of interventions.

Summative assessment takes place at the end of each term as Cornerstones written tests in Years 1- 6, that are analysed in order to support end of term assessment judgements.

Each child should be involved in the review of their progress and be able to contribute to discussions about different aspects of their work. In Years 1-6, children can see their successes and areas to practise, identified using specific marking codes.

Progress is monitored by leaders through rigorous systems including book trawls, observations of learning in lessons and pupil voice discussions. Data gathered from monitoring exercises is analysed and informs next steps.

All parents receive a Summer term report on which there is a summary of their child's effort and progress in Communication, Reading and Writing. Parents are also given the opportunity to discuss their child's progress on two separate occasions annually. At the end of the Early Years Foundation Stage and Key Stage 2, each pupil's attainment against national standards is reported to parents.

Refer to the Assessment and Marking policy and monitoring plan for further information.

Curriculum Leadership

The role includes:

- Inspiring an exciting, informed and creative approach to English teaching.
- Supporting teaching through:
 - leading inset
 - giving advice and guidance
 - modelling
 - lesson observations and feedback
 - monitoring of planning and assessment
 - book scrutiny to ensure consistency across year groups and to ensure levels of teaching and learning meet national expectations.
 - moderation both within school and across schools in the local learning community.
- Sharing information acquired that may be beneficial to staff.
- The management, maintenance and purchase of new resources when necessary.
- Meeting with, and reporting to governors and others when appropriate.
- English training with Gateway Alliance once a term.
- Creating a writing moderation file, to support staff which levelling and expectations.

Governors

At Cawston Grange Primary School, progress and attainment in English is reported to Trustees on a termly basis. Trustees also have the opportunity to join English learning walks, monitor the teaching and learning of English through discussions with the English Leaders and looking at books for progression across the school as well as meeting with pupils.

V. Wesson S. Jones

English subject Leaders