



'Being different, Belonging together'

English Curriculum Statement

At Frances Olive Anderson C of E Primary School, we teach English using the National Curriculum objectives for each age range. We plan together a one-year cycle of work for each age range that covers the National Curriculum objectives and where appropriate, through the Cornerstones resources for long term curriculum planning.

Introduction

English is one of the subjects of the National Curriculum. This guidance outlines the purpose, nature and management of the English taught in school. The school guidance for English reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body. The implementation of the guidance is the responsibility of the whole teaching staff.

Aims and Objectives of English

The aims of English in our school are:

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:

- 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.

Implementation

Reading

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).



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It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Reading also enables pupils both to acquire knowledge and to build on what they already know.

Phonics

Phonics is taught in the Early Years Foundation Stage and KS1. Phonics is taught using the Ruth Miskin Read Write Inc. phonics programme (RWI). Children are assessed every six weeks and grouped according to their ability. Any children not meeting expectations are placed into intervention programmes. If children in KS2 still require phonics input, they will remain on the RWI programme.

Reading

Reading is taught using a mixture of whole class reading sessions and guided reading. In KS1 reading forms part of the RWI phonics programme. Children take home Book Banded reading books to further practise and consolidate their reading at home. In KS2 the children are taught specific reading skills through whole class sessions and also group reciprocal reading. Children continue to take home books from the reading scheme and further into KS2 they choose books from the library which match their reading age. This is to allow children to develop their love of reading and reading preferences. All classes have a designated library time so they can borrow further books of interest and share these at home.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. Pupils will be given opportunity to write for different purposes across the year. They will be given regular opportunities to describe, narrate, inform and persuade/analyse. There will be a varied coverage of these aspects of writing linked to the Cornerstones curriculum to ensure a good coverage of different genres. Teachers will also use Read Write Perform packs to give purpose to children's writing. Teachers follow the National Curriculum expectation and teach to the needs of their children ensuring expectations are high. Work will be displayed on the Champion Writers display in the hall showing progression across the year groups.

Spelling

Once children have finished the RWI Phonics programme they will be taught spelling using RWI Spelling. This teaches the expectations of the National Curriculum in daily 20 minute sessions. Teachers also teach spellings from the curriculum spelling lists for each year group looking at word patterns using a morphological approach. Children are given weekly words to learn based on the National Curriculum spelling lists for each year group or their RWI Spelling unit.

Grammar

Within Key Stage 1 the requirements of the national curriculum are through the RWI phonics programme. Once children have finished this they will move onto the active grammar programme. Children are taught Grammar specific terminology in a 15-minute starter to the normal English session using flash cards and images related to Grammar terminology. The session consists of Recall and Learn, Read and Respond and Create and Learn. This is linked to normal English sessions and objectives as much as possible in order for children to make links in their learning.



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Planning

The school's English Co-ordinator will take overall responsibility for ensuring effective planning and consistency of approach by teachers in accordance with the National Curriculum. Medium term planning is mapped out in units linked wherever possible to cornerstone topics. This ensures coverage of Short term weekly planning is carried out by individual teachers.

Planning will ensure that in addition to the requirements of the English Session there are frequent and regular opportunities for:

- ❖ Extended writing, which will be based on and will develop further skills covered in the English Session and which will include both fiction and non-fiction in order to facilitate children's ability to develop as independent writers.
- ❖ Extra reading activities, which may take the form of Guided Reading or individual readers. Children will also be given the opportunity to change their home/school reading books. Children should also be read to from a class book.
- ❖ Handwriting development (see separate guidance)
- ❖ Homework – activities given to consolidate work done within class.

In the Foundation Stage children are taught in line with the Revised EYFS Curriculum. English is part of the Prime Area Communication and Language and also the specific area literacy. Foundation Stage teachers constantly observe and assess children's progress according to the Foundation Stage Early Learning Goals.

Display

We recognise the important role display has in the teaching and learning of English by encouraging children to become independent learners. Every class has an English board which displays prompts related to the unit they are teaching. This will include a mixture of vocabulary, text exemplars, writing prompts, reading prompts, examples of work and any related Phonics, Spelling, Punctuation and Grammar. Teachers are also encouraged to have easily accessible resources such as thesaurus, dictionaries, sound and spelling charts and other resources to encourage independence. Every classroom will have a designated reading area in order to foster a love of reading in school.

Time allocation

We recognise that English is a core subject within the National Curriculum. There are 5 allocated English Sessions per week. There are also one-and-a-half-hours for provision of the wider English curriculum (including Extended Writing, handwriting and reading).

Equal Opportunities

We recognise that there are children of widely different abilities in all classes and we ensure that we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this in a variety of ways by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty (we do not expect all children to complete all tasks);
- grouping children by ability in the room and setting different tasks for each ability group;
- providing resources of different complexity, matched to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.
- We teach English to all children, whatever their ability. English forms part of the school curriculum guidance to provide a broad and balanced education for all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Our work in English takes into account the targets set in the children's pupil profiles on our electronic tracking system. Children working below National Curriculum levels may be assessed using PIVATS scales.

Assessment

Marking will be carried out regularly and in accordance with the school's marking guidance. In the short term, teachers will carry out continuous assessment of children's progress in all aspects of the English



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Curriculum. This will be used with a view to informing the subsequent appropriate teaching and learning for the children. On a termly basis children will be assessed in Reading and SPAG using the cornerstones termly assessments. Teachers make long term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before offering the opportunity to discuss it with the child's parents. Within KS1 phonics is tracked using Read Write Inc Tracking sheets. These are updated every six weeks and are overseen by the English Lead. Year 1 children will take part in the Year 1 Screening test during the second half of the summer term. This will be reported to parents, the government and on raise online.

Resources

The core reading scheme Oxford Reading Tree is used throughout the school - these are stored in central areas and accessed by the teachers and teaching assistants when books are changed. Guided Reading books, fiction and non-fiction books are available in the library. All free reading books are stored in the library and are reading age banded.

Monitoring and Review

It is the responsibility of the Senior leadership team and the English Lead to monitor the standards of children's work and the quality of teaching in English. The English Lead is also responsible for supporting colleagues in the teaching of English, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. The English Lead gives the Head teacher a termly summary report which evaluates strengths and weaknesses in the subject and indicates areas for further improvement.