

Oak Meadow Primary School

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Policy: English

From tiny acorns mighty oaks grow.

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| Contents | Page |
|----------------------------------|-------------|
| Curriculum Statement | 3 |
| Skills Progression | 4 |
| Assessment | 4 |
| Early Years | 5 |
| Cross – Curricular Links | 5 |
| SMSC Development | 5 |
| Diversity | 5 |
| Planning and Resources | 5 |
| Subject Essentials | 6 |
| Role of the Subject Leader | 6 |
| Equal Opportunities | 6 |
| Inclusion | 6 |
| Role of the Governors | 7 |
| Health and Safety | 7 |

Curriculum Statement – English

Intent

Promoting a love of reading and writing is extremely important at Oak Meadow. We strive for our children to become life-long readers and provide a wide range of texts to engage, excite and motivate our pupils to become confident readers who tackle texts with a sound understanding. Throughout school, we build upon children's knowledge by first embedding key phonic skills taught through the Read Write Inc. scheme. This daily programme allows children to decode words and also develops the skills to enable them to comprehend successfully. Our curriculum incorporates high quality reading materials, not only in core subjects, but also in cross-curricular lessons. This provides children with a thirst for knowledge and helps to develop an inquisitive mind. All books in school have been chosen with the children's likes and interests in mind and lay the foundations for them to enrich their vocabulary and apply what they have learnt.

Writing is taught across school daily to embed key skills that can be applied to a range of writing genres. We provide a range of exciting writing opportunities that draw upon high quality texts and feature effective vocabulary, varied sentence structures and interesting content. We encourage children to write for a purpose using the age related skills they have learnt in lessons. Working collaboratively is also important as it enables children to share ideas and become confident, articulate speakers. We want children to understand the writing process and be able to plan, write and edit their independent writing effectively. The English curriculum is designed to develop knowledge and skills that are progressive, as well as transferable.

Implementation

To ensure that reading and writing is prioritised effectively, key skills are taught daily and are consistently applied across both core and foundation subjects. Beginning in Reception, daily Read Write Inc. lessons take place to teach children letter sounds and blending. As children progress through the programme, they learn to apply their reading skills and become confident and independent readers who are able to comprehend capably. Within Read Write Inc. lessons, sound blending is practiced and children begin to spell using their phonic skills and develop both letter formation and pencil control. Children are assessed regularly (each half-term) which allows them to progress through the scheme effectively. When children have completed the Read Write Inc. programme they progress into guided reading groups. At Oak Meadow, we use the VIPERS (Vocabulary, Inference, Predictions, Explanation, Retrieval and Sequence or Summarise) approach to teach reading comprehension. Each skill provides the basis for Guided Reading lessons and enables children to tackle challenging texts with an effective understanding. To develop this further, a range of reading activities are developed to ensure that children are given a range of exciting opportunities to apply their skills to other subjects. At school, we celebrate reading further on World Book Day when we set classroom reading competitions and hold the Scholastic Book Fair.

Our writing lessons focus upon key texts that are carefully chosen to link with each year group's topic. In school, we follow a two week writing cycle that is used to allow children to practice age related skills and provides the opportunity to apply these skills to an extended piece of writing. Within this cycle, we also incorporate time to complete the editing process and teach children the importance of improving their work as real authors do. Each teacher maps out the learning for the term to ensure that skills are covered repeatedly and can be applied to a wide variety of genres. As a whole school we have introduced the Word of the Day to help to extend and improve children's vocabulary and verbal composition. For higher achievers, consideration is also given to how greater depth will be taught, learnt and demonstrated within each lesson, as well as to how learners will be supported in line with the school's commitment to inclusion.

Impact

Outcomes in Writing and Guided Reading 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.

Skills Progression

All year groups teach children their skills-based age related expectations in Reading and Writing. On their Medium Term Plan, teachers identify the key knowledge and skills that are to be taught and ensure that the scheme is broad and balanced. Tasks are differentiated to ensure that children are challenged, but are also scaffolded in their learning. See Appendix for KS1 and KS2 English Skills Progression.

Assessment

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Key reading and writing knowledge is taught to enable and promote the development of children's English skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.
- Using differentiated, open-ended questions that require children to explain their understanding.
- Providing effective feedback, including interactive marking through green pen questions, where appropriate, to engage children with their learning and to provide opportunities for self-assessment, consolidation, depth and target setting.
- 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.
- Implementing Read Write Inc. standardised assessments.
- Setting weekly spelling tests.

At the end of each term, the application of key skills are evidenced by the class teacher on an English assessment tracker. Each child's attainment and progress in English is formally reported to parents at the end of the year in the end of year report.

Early Years

Early Years develop their reading and writing skills through the Development Matters EYFS curriculum. Throughout Reception, key texts are mapped out to give children access to a range of genres that support them in retaining a bank of stories to draw upon in their own storytelling. Children are assessed according to the Development Matters attainment targets.

Cross – Curricular Links

English texts are chosen to link with Topic themes, such as *The Boy in the Striped Pyjamas* in Year 6, so that children are able to apply the knowledge gained in English lessons to foundation subjects. As children are taught transferable skills, we expect the same standard of reading and writing to be applied to foundation lessons as is expected in core subjects. Cross-curricular outcomes are identified prior to teaching.

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. 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. 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.

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.

Planning and Resources

English resources are located in each classroom in their reading corners and other texts are located in the school library. The library contains an extensive supply of fiction and non-fiction books to support children's reading for pleasure and individual research. Children can also use ICT resources. Class teachers develop a 'working wall' for English where vocabulary, skills and shared writing are displayed. Planning is achieved collaboratively with parallel-class teachers and plans are saved electronically. Teachers always identify the key vocabulary that is to be taught each lesson, as well as the key skills that are to be developed. These are also explicitly outlined on each topic medium term plan, which make explicit links to the National Curriculum 2014.

Subject Essentials

Each term children will have completed skills based objectives linked to their age related expectations. Work will be differentiated to ensure support and challenge for all pupils. All lessons will be evidenced in books which may include a variety of recording methods such as written work, QR codes etc. All work will be marked using the agreed marking codes and next steps will be given in accordance with the school's marking policy. The work produced will be presented to a high standard and handwriting will follow the Nelson Thorne scheme. Children will be expected to spell key words accurately from their year group spelling lists.

Role of the Subject Leader

The subject leader's responsibilities are:

- To ensure a high profile of the subject.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To model the teaching of Reading and Writing.
- To ensure progression of the key knowledge and skills identified for each year group and to ensure that these are secure at the end of each age phase.
- To monitor books and ensure that key knowledge is evidenced in outcomes.
- To monitor planning and oversee the teaching of Reading and Writing.
- To lead further improvement in and development of the subject as informed by effective subject overview.
- To ensure that the English curriculum has a positive effect on all pupils, including those who are disadvantaged or have low attainment.
- To ensure that approaches are informed by and in line with current identified good practice and pedagogy.

Equal Opportunities

At Oak Meadow, 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

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.

Role of the Governors

Governors are responsible for ensuring the effective delivery of the National Curriculum in English. The subject leader will ensure that the Governing Body is kept up to date with any actions and initiatives that are relevant to the subject. Regular reviews of action plans are sent to the governors each year and governors meet with subject leads and provide the link governor reports to the governing body annually.

Health and Safety

The curriculum will be delivered in a safe and healthy manner and every effort will be taken to identify risks associated with the English curriculum (such as school trips) 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. Risk assessments will be submitted for all educational off site visits via the Evolve system at least 5 days prior to the visit taking place.