



## 1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the next stage of their education and the wider world beyond that, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

Our intention is that children should leave Priory with the key skills and knowledge that will enable them to communicate creatively and effectively through spoken and written language. We want the children to enjoy and appreciate a rich variety of literature, developing a love of reading and the skills to become lifelong learners. Through our 'High Quality Text' approach to the curriculum, the children are immersed in a variety of high quality texts which gives the focus of English sessions context; allowing the children to deepen and embed skills, develop new ones and have the opportunity to apply these skills in a creative way.

## 2. Rationale

English is an integral part of education and society. Communication is at the heart of all learning and life. It gives the children a voice and plays an essential part in ensuring that ideas and points of view are understood through both spoken and written language. Through our 'High Quality Text' curriculum, children have a chance to develop intellectually, emotionally, culturally, socially and spiritually. Through carefully chosen texts the children can explore and appreciate our rich and varied literary heritage, whilst developing their acquisition of vocabulary. This gives purposeful opportunities to discuss British values, mental health and well-being, which in turn develops the children's cultural capital.

## 3. Aims and Objectives

Using the New National Curriculum (2014) it is our 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 understanding, 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

#### 4. Teaching and learning

At Priory, our principal aim is to develop children's knowledge, skills and understanding of English to enable them to communicate coherently and effectively in both spoken and written English. During daily sessions the children are encouraged to ask as well as answer questions to explore their own ideas as well as articulate their thinking. The children have the opportunity to use a wide range of resources; it is an expectation that each class in school has an English box consisting of age appropriate resources, available to the children at all times. This helps to develop the children's cognitive thinking, linking learning concepts together to strengthen and develop both learning and understanding.

There is a wide range of English abilities in all classes at Priory. We recognise this fact and provide suitable learning opportunities for all children. All children have the opportunity to work on concepts related to their year group's expectations. A range of strategies are used to support children including: differentiated group work, scaffolded progression, open ended questions and more.

In line with the National Curriculum, we focus on the 6 main strands of developing Literacy skills:

1. Spoken language
2. Word reading
3. Comprehension
4. Transcriptional writing (spelling and handwriting)
5. Compositional writing (articulating ideas and structuring them in speech and writing)
6. Vocabulary, grammar and punctuation within writing

##### **Spoken language**

The ability to communicate orally is fundamental to the English Curriculum. Pupils are therefore taught and encouraged to:

- Express themselves confidently and articulately in a range of situations
- Ask relevant questions to extend their understanding and knowledge
- Articulate and justify answers, arguments and opinions
- Participate in discussions, presentations, performances, role play/improvisations and debates

Some lessons are taught with a specific spoken language focus, in line with the National Curriculum guidance. Drama is often used to deepen understanding of a text within the understand phase of learning. Typical opportunities to promote spoken language skills include: paired- talk, class discussions, circle time, presentations, formal debates, collaborative group work and drama workshops to develop understanding of characters/concepts/themes within the text e.g. hot seating or freeze frame.

##### **Reading: Word reading and comprehension**

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

- word reading
- comprehension (both listening and reading)

Teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. Phonics is emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

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Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

As a school we use the reading scheme Reading Rockets with Foundation Stage and Key Stage 1 and the Accelerated Reader program with children from Year 3 onwards. Reading Rockets support the learning of phonics and progress with the children's understanding and application of skills. Accelerated Reader allows children to access a wide range of classic and modern texts which have an accompanying 'quiz' based on their comprehension of the book.

All children participate in the following activities:

- **Focussed reading sessions** – focusing on the development of reading skills using a variety of different teaching strategies and approaches.
- **Shared reading** – children read and discuss a text as a class, led by the teacher. The text chosen is of a specific genre, and forms part of the immersion activities in a unit of work.
- **Accelerated Reader time** – fifteen to twenty minutes of dedicated reading time each day to allow pupils to read their AR book and complete relevant comprehension 'quizzes'.
- **Individual reading** – children are encouraged to keep their books on their desks at all times, ready for the occasional reading opportunity.
- **Class book** – children are read to by the class teacher for pure enjoyment value, and to nurture a passion for reading. Sometimes children may be invited to read too, if there are multiple copies of the book.
- **Library sessions** – children are allowed to select a book to take home, from the school library. Over the last few years we have re-designed our school library to accommodate more books and make the environment more "special" by providing comfy places to sit and opportunities for pupils to respond to the texts that they are reading.
- **Visual Literacy** – using high quality picture / multi-modal books to challenge the children's thinking and to encourage the children to think more deeply about the text and illustrations.

To help enhance a love of reading and books, we participate in local and national events e.g. Little Library Van, Stoke 100 Reads and World Book Day, which encourages children to participate in a range of reading activities.

### Writing: transcriptional, compositional and vocabulary, grammar and punctuation

The programmes of study for writing at key stages 1 and 2 consist of:

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

At Priory, our writing process, 'Understand, Explore, Create', supports and guides the children through the programmes of study for writing as follows:

- **Understand** – understanding the meaning of the text and the purpose, the text type features and structures, the grammar that allows you to achieve this. Work on this can include: reading, reading as the reader, reading as the writer; VIPERS; discussion and text talk; looking at and deconstructing a WAGOLL; drama activities; identifying grammar/sentence types; drawing the text, story path, text track, comic strip, boxed-up plan.
- **Explore** – exploring and experimenting with how to write in the given style focusing on the specific features for the text type. Grammar (including sentence types), punctuation and spelling. Work on this can include: learning how to write different sentence types and the effective they have on the

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audience; how to apply grammar rules; magpie, jotter and writing journal work; workshops; sensory and immersive experiences.

- Create – creating a piece of writing in the given style, for the given purpose through application of specific text type features, grammar (including sentence types), punctuation and spelling. Work on this can include: short-burst writing; mini missions; fix-it marking; self/peer/teacher assess; workshops; plan, write, edit, publish.

### Spelling, vocabulary, grammar, punctuation and glossary

The 2 statutory appendices in the National Curriculum – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study in each phase, year group expectations are broken down further and are assessed by teachers of each year.

We use the Spelling Shed scheme of work to ensure coverage and progression of the spelling rules.

Each week the children are taught and explore a 'Word of the Week'. This links to either the Learning Challenge topic which is being covered, our high quality class text or may be a word which the children have encountered during their learning. To improve their knowledge and understanding of the word, pupils learn what the word means, how it is spelt and its etymology and its morphology. Each word is placed on the '**Ninja Knowledge and Vocabulary**' board and builds up through the year. This is assessed with short quizzes away from the point of teaching to allow us to evaluate the long term 'stickiness' of the knowledge. In addition to this we maximise opportunities for teachers to enhance pupils' vocabulary as they arise naturally. As vocabulary increases, teachers at Priory show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils are also taught to control their speaking and writing consciously and to use Standard English. They are taught to use the elements of spelling, grammar, punctuation and 'language about language'

## 5. English curriculum planning

English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. Each class teacher is responsible for the English in their class in consultation with and guidance from the English leader.

### Long Term Plan

This is based on the National Curriculum coverage. Texts are chosen to support and enhance the learning of these objectives whilst linking to the Creative Curriculum topic for the half term/term. This plan identifies the key texts, genre and areas of learning. The English subject leader is responsible for collating these and ensuring a balanced and diverse range of literature is being studied to enable the children to achieve the objectives and rationale of our English curriculum.

### Medium Term Plan

This organises the teaching of English into termly or half termly sections. This plan outlines the focus for each lesson so that a clear build up of skills and coverage of the National Curriculum can be seen. The English subject leader is responsible for keeping and reviewing these plans.

### Short Term Plan

This details the English curriculum taught over the week, including reading and GPS/phonics. Lessons are planned in more detail and specific objectives are set along with activities to address them and any key questions/approaches to support this. This is in the form of paper planning in Foundation Stage and Key Stage One and White Board slides or PowerPoints in Key Stage 2. The teachers collaborate on the planning of English to ensure parity in provision and to share expertise.

It is teachers responsibility to ensure all plans and resources are added to the shared drive in a timely manner.

## 6. Assessment

From Year 1 to Year 6 pupils' performance will be described in term of achievement of age-related expectations. We use the on-line programme 'Arbor' to record assessments throughout the school. From Year 1 to Year 6 each pupil's understanding of key knowledge and achievement of skills is used to award a best fit level using the Chris Quigley 'BAD' terminology:

**Basic:** understanding of basic facts and ideas relating to a concept – can tackle questions, sometimes with support.

**Advancing:** understanding of knowledge, independent application, can explain, use or summarise understanding

**Deep:** have a full understanding and can apply independently in different contexts/ solve problems/ justify and reason/ etc.

**Informal Assessments** – these are done through discussion or observation of the child as and when the class teacher feels it is appropriate. This information may be recorded in weekly planning, through annotation of the child's work or directly onto Arbor.

**Termly Assessments** – NfER tests are carried out before the end of each term. These assessments can be used to back up 'teacher assessments' of each child's understanding in line with year group expectations (compared to National figures) and the results can be inputted onto Arbor.

## 7. Using the Challenge Curriculum to help develop children's English skills

Following the immersion in the class text and a piece of written work on fiction, the 'High Quality Text' approach extends into the wider curriculum. Staff plan and deliver high quality non-fiction work which links to their topic and results in clear, purposeful writing linked to a non-fiction genre.

**Computing** and the use of **film, digital cameras, blogging, green screen technology, music, art and picture books** are encouraged, to stimulate our children's interest in reading and writing. The Interactive Whiteboards are used to enhance the teaching and learning; children use the IWB and class laptops and iPads to experiment with font styles, images, sizes and shapes to develop their skills in writing for different purposes. Other practices, designed to appeal to children's different learning styles in English are also encouraged. Examples include:

- The use of film to develop awareness of settings, emotions and character work, as well as discuss camera angles and the use of "panning" and "Zooming".
- Computing, which have helped to inspire children's writing, as have visual literacy work.
- The use of Drama within lessons, to deepen and challenge their thinking.
- The inclusion of games and thinking skills to stimulate ideas.
- The inclusion of "Warm-up" activities to focus on a particular spelling, punctuation and grammar (GPS) next steps for learning.
- Visual Literacy to encourage them to write in a variety of genres, and to take more ownership of their ideas and writing.

### PSHCE

English contributes to the teaching of PSHE/ Jigsaw and citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within the classroom encourage them to work together and respect each other's views.

### **Spiritual, Moral, Social and Cultural Development**

The teaching of English supports the social development of our children through the way we expect them to work with each other in lessons. We group children so that they have opportunities to work together and we give them the chance to discuss their ideas and results. Our children feel valued and are therefore confident in attempting tasks that are challenging.

## **8. Presentation**

**Handwriting:** children are taught how to join their writing, using a cursive style, supported by Dyslexia Friendly Programme. Handwriting sessions are timetabled into the school day and some terms have a 'Handwriting Boost' where the number of sessions are increased to encourage a whole school focus on improving handwriting.

**Computing:** children can use the computer to help draft / re-draft their work, experiment with font sizes and styles and images, re-size their writing, research appropriate information from the internet.

## **9. English and Inclusion**

At our school we teach English to all children, whatever their ability and individual needs. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We endeavour to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents and those children where English is an additional language, and we take all reasonable steps to achieve this.

## **10. Monitoring and Evaluation**

English provision is monitored by the English leader with teaching observations taking place by the head teacher, senior leadership team and English leader. The English leader will examine pupils' work and monitor teachers' planning.

The work of the English leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The English leader meets with the Head teacher and Senior Leadership Team regularly to review English provision in the school.

## **11. The Governing Body**

The English link governor is invited to visit the school to talk with the English leader, teachers, and children and when possible, take part in some daily English lessons. The English link governor reports back to the full governors on a regular basis.

## **12. Marking**

Marking in English will be in line with the school's marking policy. Children's work will be ticked or written in green if correct and crossed or written in pink if incorrect. Children are usually asked to evaluate how successful they consider they have been in achieving the learning objective, and to what standard – teachers do this alongside. They use a colour coded smile system (see marking policy), which correlates with the teacher's marking code and where appropriate children can add their own comments.

Our agreed marking code is used by children and staff to ensure that we all mark in the same way and that the children understand it. Our colour-coded system (see marking policy) clearly provides information on the child's achievement of the learning objective.

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'Fix it' time is used to provide children with the opportunity to respond to marking. Teachers always provide time for pupils to improve their work and they check the work themselves afterwards.

#### 13. Resources

There is a range of resources to support the teaching of English across the school. All classrooms have an interactive white board, English boxes, dictionaries and a range of texts. Children have access to Ipads which they can access the internet on. The library contains a range of books to support children's individual research. A wide range of online resources and books, which have been provided by the English lead, are also available for teachers to plan from.

#### 14. Learning environments

The classroom environment should support pupils independent learning skills (C3B4ME) and as such have:

- An **English Learning Journey** – which shows the learning that has taken place through the 'Understand, Explore, Create' writing process.
- A **'Nina Knowledge' and Vocabulary** board to display the 'Word of the Week' linked to the key knowledge learning to ensure that 'learning sticks'
- **Support materials** – Phonic/GPS prompts, appropriate for the level of the pupils.
- **A themed topic area**- which contains books, relevant technology and artefacts which link to the topic and help to fuel the children's desire to find out more.

#### 15. Home Learning

Children will receive weekly basic skills home learning from Year 1 to Year 6. This will consist of reading books and weekly spelling set on Spelling Shed. Children from Foundation Stage and Key Stage 1 will have a reading diary to record reading sessions with adults and children in Key Stage 2 will take quizzes linked to their reading book to ensure they are comprehending the text.

In Year 6, there may be extra work set in order to prepare for the National SATs assessments.

Parents and carers can also request extra work to support their children with any areas needed.

#### 16. Links to Other Policies

- Phonics
- Assessment
- Presentation and Handwriting
- Marking and Feedback
- Home Learning
- Early Years Foundation Stage
- SEND

#### 17. Monitoring and review:

The English Leader, The Senior Leadership Team and The Governing Body are responsible for reviewing the implementation and effectiveness of this policy. The policy will be reviewed every two years or earlier if necessary.

Policy Author: Rebecca Davies

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