



English Curriculum Policy

Spring 2022

Agreed Spring 2022

Review Term Autumn 2024

Introduction

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 (National Curriculum, 2014).

At Fielding, pupils receive a stimulating and enriching experience in English, developing the skills necessary to master the English curriculum. Through high quality teaching, well planned and organised lessons, we ensure that the statutory requirements of the National Curriculum 2014 are met alongside its aims:

- to promote high standards of language and literacy
- equip pupils with a strong command of the spoken and written language
- develop their love of literature through widespread reading for enjoyment

This policy details our teaching approaches to:

- Reading
- Writing
- Spelling
- Handwriting

Aims:

Our pupils will learn to:

- 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
- become competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Teaching and Learning:

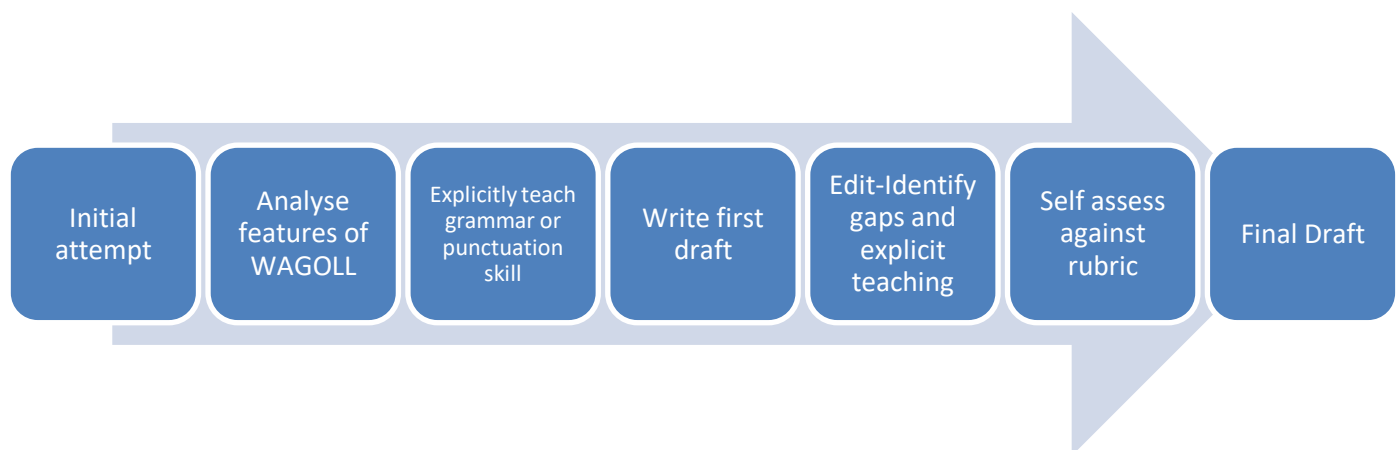
At Fielding we plan from the National Curriculum 2014 and the EYFS statutory framework. Our medium and long term planning is informed by these documents which map out the English curriculum for each year group. We also use the Focus Education- Focus on English document as a guide to planning our teaching sequence. Phonics is taught in Foundation Stage and Key Stage 1 using the Read Write Inc. Phonics scheme. Children in Year 2 are taught spellings using the Read Write Inc. spelling scheme.

English is taught for one hour per day. Guided Reading is taught for a further 20 minutes a day. Additionally, in Year 1, a discreet Phonics lesson is taught for 20 minutes a day. Spelling and handwriting lessons comprise a further hour per week. In Reception, 1:1 reading takes place with each child during the Autumn term and from January onwards, Guided Reading is taught for 20 minutes a day.

All teachers plan using an agreed planning format. This includes learning objective, success criteria, brief text on skills being taught, teacher modelling and key vocabulary. All of these will be used in the context of a key text.

Every lesson includes a starter (vocabulary/grammar/spelling or punctuation) a main activity, with key elements appropriately modelled by the teacher and an effective plenary consolidating learning. Teaching follows the Fielding Teaching and Learning Blueprint.

Each teaching sequence usually lasts between 1 and 3 weeks. There is a grammar and/or punctuation focus which pupils are taught and then practise. The expectation is that they will then use these skills in their extended piece of writing at the end of the teaching sequence. At the start of the sequence the pupils will be given an opportunity to attempt to write in the style which is about to be learnt to identify key gaps. A WAGOLL (what a good one looks like) can be provided at this stage if necessary to support children in their initial attempt at writing. The children will then identify the main features of this piece of writing using the WAGOLL and will be explicitly taught how to write in that style. Towards the end of the teaching sequence, the pupils will draft their piece of writing, edit their work by comparing it to the WAGOLL and re-write it with improvements. Pupils will use the teacher's feedback, rubrics and their own amendments when they do this. An example of a teaching sequence that may be used can be seen below.



Some teaching strategies that will be used to support the pupils' learning are: deconstruction of a text to ensure the understanding of the particular genre, modelling, shared writing and guided writing. Teaching techniques to support writing include the use of rubrics, Visible Learning strategies and writing models. In order to support spoken word, techniques such as hot-seating, role play and conscience alley will be used.

Use of learning objectives and success criteria:

Learning Objectives are clearly displayed at all times – either on an Interactive white board (IWB) or English working wall.

Success criteria are displayed clearly for all pupils to see and access throughout each cycle.

A checklist will sometimes be provided for technical features to enable children to judge their own success.

The criteria are used to determine whether each pupil has successfully achieved the learning objectives.

Working Walls:

English working walls are in constant use throughout individual lessons and across weeks focusing on a particular sequence of work.

The learning journey is displayed, and, by the end of the sequence, it shows the skills which are being taught and a good example of the piece of writing that is expected (WAGOLL- what a good one looks like).

Key vocabulary is displayed.

Teaching Spelling:

A new spelling pattern is explicitly taught to the children each week. They are introduced to example words which contain this pattern and will have several opportunities to practise the spelling of these words using an appropriate strategy chosen by the teacher or themselves, when appropriate.

Assessing Spelling:

Weekly Dictation

The children complete a dictation at the end of their spelling cycle so that their teacher can assess their knowledge of the spelling pattern that has been taught during the previous week or two weeks. In this way some of the example words, which contain the spelling pattern and are practised and sent home each week, will be assessed in an appropriate context. Each dictation is then self-assessed or peer-assessed and each child is then made aware of which words, if any, they have spelt incorrectly. The children are encouraged to make a note of these words and practise them at home. The dictation also assesses each child's knowledge of three common-misconception words or extra words from the National Curriculum word list which do not contain a taught spelling pattern. These three words are sent home each week for the children to practise alongside the words which contain the spelling pattern for the week.

Spelling Assessment

The children in Year 2 and KS2 complete Read Write Inc Spelling Assessments termly. These are marked and kept in the back of English books and teachers plug gaps before continuing with the units in the scheme.

Whole Class Teaching of Reading

Aims:

As a school our aims in teaching Whole Class Reading are to:

- Provide a rich and stimulating reading environment.
- Enable children to read with confidence, accuracy, fluency, understanding and enjoyment.
- Foster an enthusiasm for and love of reading for life.
- To ensure that all children are taught to read at the appropriate level and that reading with a teacher is not simply an opportunity to practise.
- To identify accurate levels of attainment in reading for each child.
- To ensure that all children make accelerated progress.
- To develop comprehension skills of inference and deduction.

Objectives

Our objectives are to enable all children to:

- Read for interest, information and enjoyment.
- Read a range of texts including fiction, non-fiction, playscripts and poetry appropriate to their ability, both in book format and on screen ICT texts.
- Read regularly at school and at home.
- Talk confidently about their reading.
- Be able to use a full range of reading cues (phonic, graphic, syntactic, contextual) to read and be able to correct their own mistakes. Our teaching will however reflect that phonics should be the prime approach children use in learning to read.
- Develop confidence in their ability to select reading material independently.

Once children are fluent readers and/or from the Summer term in Year 2, teachers use the whole class teaching of reading approach to teach reading comprehension. Teachers choose a high-quality, 'beautiful' text for these lessons which ideally links to what is being taught at the same time in the curriculum and contains a number of words which are unknown to the children.

An example structure for the whole class teaching of reading is set out below:

Book Introduction

This provides the context for the reading. The teacher will present the cover of the text to activate children's prior knowledge and discuss the main themes of the text, including some prediction of the contents.

Explicit teaching of vocabulary

Teachers skim the text to find 6 words which the children are unlikely to understand. They teach these words explicitly using the SEEC model.

Reading the text

The teacher reads a chapter or section aloud to the children while they follow along using a ruler in their own copy of the text. The children should be able to notice and explain words they come across that have been pre-taught.

Teaching of a reading skill through the text

The teacher will explicitly teach a skill, such as summarising, using the book. They will model how to use evidence from the text and provide children with the opportunity to write a shared response to a question. Once confident readers, teachers may combine a range of reading skills in one lesson.

Individual application of a skill

The teacher sets a task for each child to complete verbally based on the skill or skills that they have taught. This may be scaffolded for some children and extended further for others. The teacher will work with a particular group to support or extend their understanding.

Assessment in Reading

All teachers in Years 1 to 6 use the PM Benchmarking scheme to assess pupils' fluency, accuracy, retelling and comprehension skills. The short books and assessments are linked to reading book band colours so successful completion of an assessment at a certain level means that the child will be moved up to the next appropriate colour band of books. Children are expected to choose and read books from this colour band at home and make a record of this in their reading record daily. It is a school expectation that children read for at least 20 minutes a day. Teachers check and sign reading records weekly and provide motivational stickers for children who have read every day.

Storytime

From Nursery through to Year 6, every class has a daily Storytime session. Children listen to a range of stories, poems and non-fiction texts which have been carefully chosen to develop children's knowledge of the world around them, to build knowledge of vocabulary and establish an appreciation and love of reading.

Recommended Reading Lists

We have developed recommended reading lists as a school which contain 40 age-appropriate books for children in each year group from Reception to Year 6. The lists contain colour-bands and a description of the book so that the children are able to choose their favourites according to their book-band level and their personal interests. A lexile rating has also been included which measures the difficulty level of the text; a higher lexile rating indicates a more difficult text. Certificates are awarded each half-term as an incentive for the children to read books from this list in their own time and record a brief response to a reading task in their reading records (such as a description of a character). A bronze certificate is awarded to a child when they read 5 books from the list, a silver award is awarded when they read 10 and a gold award is awarded for having read 15.

Teaching Handwriting

Aims:

- As a school our aims in teaching handwriting through the 'Teach Handwriting' scheme are that the pupils will:
- Experience coherence and continuity in learning and teaching across the school
- Develop a recognition and appreciation of pattern and line

- Understand the importance of clear and neat presentation in order to communicate meaning clearly
- Take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through the teaching of cursive writing
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Use their skills with confidence in real life situations.
- Develop a fluent, cursive handwriting style by Year 3

Progression of Skills

EYFS:

Use a pencil, and hold it effectively to form recognisable pre-cursive letters, most of which are correctly formed

Year One:

Write all pre-cursive letters, correctly formed and orientated, using a comfortable and efficient pencil grip

Write with spaces between words accurately

Children who are ready to start joining their letters in a cursive style may begin to do so in the Summer term.

Year Two:

Children to start learning how to join their writing in the school's cursive style

Write legibly, using upper and lower-case letters appropriately and correct spacing within and between words

KS2

Children to write in the school's cursive style, making sure all letters are correctly formed and orientated.

Children will start to write in pen in at the start of Year 3.

Lesson Structure

All children should receive:

1 Teacher led handwriting lesson of 20 min

2 Follow up handwriting sessions of 20min. These will be carried out independently by the children. In EYFS, it can be in the form of sheets on the English table or the opportunity to trace the letters in sand etc. In Year 1 onwards, children can do these as a soft start activity, one of the groups in guided reading or any other opportunities that the class teacher has.

Basic structure of a handwriting session:

- Motor skills warm up
- Posture and grip check
- Handwriting pattern
- Teacher modelling
- Children practising independently with teacher model, then from memory

Sessions should be fun, varied and multi-sensory: write letters in the air, on backs or on hands etc.

EYFS & Year 1:

Handwriting will be taught separately to phonics. Children must be clear that they don't write the same way in phonics lessons as they do in the handwriting lesson.

Year 2 Onwards:

Handwriting lessons to be taught as whole class lessons. Handwriting is to be done at the front of their English books.

Assessment in English:

To develop learning, pupils will be continuously assessed using a variety of strategies including observation, questioning and marking in accordance with our school marking and feedback policy. This is used to inform future planning and to identify children for intervention and support. Each pupil will have targets set and checked regularly.

We judge the impact of our teaching of English by:

- end of Key Stage assessments,
- termly data check-points,
- book and planning scrutiny,
- lesson evaluations of the teaching of English
- pupil interviews,
- learning walks.

Marking follows the guidance set out in the marking and feedback policy. It:

- celebrates success made within a piece of work or a lesson,
- is purposeful and contributes to children's learning and progress through the inclusion of a developmental point or next step comment,
- corrects spellings of words which follow a spelling pattern that has been previously taught, high-frequency words and words that are on the ARE (age-related expectation) word list,
- includes time to reflect on learning and respond to next step comments as promptly as possible after a lesson,
- can include self-assessment, peer-assessment and verbal feedback.

Monitoring and evaluation:

Monitoring of the standards of children's work and of quality of teaching in English is the responsibility of the LT, supported by the subject leader and governors. The subject leader for

English will monitor this curriculum area through monitoring pupils' books, talking to pupils and observing classroom practice through learning walks. In addition, the work of the subject leader involves supporting colleagues in the teaching of English and informing teachers about current developments in the subject.

The Governing Body

Governors will monitor the implementation of the English policy through its Pupil and Achievement committee receiving regular reports on the curriculum from the subject leader. Link governor visits will also include English lessons as part of their visit.