



Policy for English

Curriculum intent for English

In English, and all subjects, pupils will be taught to express themselves correctly and appropriately, to read accurately and with understanding. Since Standard English, spoken and written, is the predominant language in which knowledge and skills are taught and learned, pupils will be taught to recognise and use Standard English. Our English curriculum 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
- to write for purpose and write for pleasure
- 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.

Reading Curriculum

Reading underpins all other learning and that it is vital that each child becomes proficient in order to achieve their full potential. We recognise the interlinked relationship between reading and writing and offer high quality reading texts to promote rich language skills in writing. Beginning with synthetic phonics in Reception, children progress to reading with fluency before deepening their comprehension once the basics are mastered.

During Reception and Year 1, the ReadWriteInc. programme is followed. Through this the children learn the sounds required for reading and practise and then apply them daily. The books they are asked to read perfectly match each child's ability and 1:1 'keep up' sessions are given for those tricky to master sound. Working through the programme, fluency improves and more opportunities for comprehension practice are given.

From Year 2 onwards, or when the children have completed the ReadWriteInc. programme, the teachers will follow Pathways to Reading, giving children access a wide range of language rich texts with which to practise the key skills of reading and comprehension:

- retrieval
- prediction
- vocabulary work
- inference

Pathways to Reading ensures a consistent approach across school and progression of skills, questioning, vocabulary and content of texts. It allows children to practise many ways of reading:

- **Shared reading**

All focusing on the same text, the children take part in a 30-minute shared reading, or class reading, session once a week. This allows the children to read with others through paired reading or reading aloud, or to listen to modelled expressive reading. The text is then discussed as a class.

- **Group reading**

The children then break away into ability groupings. Individual reading may happen during this portion of the session and focused discussion, matched to capability, allows adults to question precisely and for the children to practise the key skills of reading.

All classrooms have lending libraries or reading corners from which books may be borrowed. Each class is scheduled for time in the school library on a weekly basis. A love of reading is fostered from our Reception class onwards.

Writing Curriculum

To encourage the children to meet the intent of our English curriculum our teaching is planned and taught using quality and engaging texts which link to the wider curriculum. We teach writing using the published scheme of work 'Pathways to Write', which is built around units of work which develop vocabulary, reading and writing skills through the mastery approach, ensuring full curriculum coverage. The units, are used with pupils in Y1 to Y6 and are linked to high-quality texts to ensure engaging and purposeful English lessons. Within each unit there are many writing opportunities including differentiated activities for those working at Greater Depth and those working below ARE expectations. Each unit covers a range of areas in the national curriculum:

- Mastery of vocabulary, grammar and punctuation skills
- Writing a range of genres across a year
- Vocabulary development
- Using a wider range of reading comprehension strategies as a whole class
- Spoken language activities including drama and presentations

- Opportunities for practising previously taught genres
- An extended, independent piece of writing

Planning follows the sequence below:

- **Gateway**

This is an opportunity to hook the pupils into the context of learning and to assess previously taught mastery skills. A short writing task is set at the end of this session to assess the application of Gateway skills. The focus is on assessment of previously taught skills and is not intended to assess pupils on skills or genres that they have not been taught before to ensure a personalised learning experience.

- **Pathway**

In this section, the Mastery skills are introduced with many opportunities along the way to practise and apply these skills in different writing tasks. The tasks use genres that the pupils will be most familiar with providing a range of on-going evidence for writing assessment.

- **Writeway**

This final stage begins with sectioning and sequencing texts using a model. If the final outcome is narrative based, then this will usually be the text which has been read or for younger pupils a shortened version to support retelling. Within the Writeway, pupils are encouraged to plan, write, check, edit, re-draft and publish as required; with the focus on using and applying the mastery skills they have been taught.

Spelling Curriculum

EYFS and Key Stage 1

Recognising the link between reading and writing, the ReadWriteInc. programme followed in Reception and Year 1 also teaches children to spell and the basic principles of writing. When learning to read a new sound, they are given the opportunity to practise writing it too, modelled by the teacher. The programme progresses to teaching basic punctuation and word order, with the children identifying incorrect punctuation and writing a sentence accurately, following the teacher reading it to them. Activities support comprehension too and encourage inference and prediction.

Year 2 and Key Stage 2

Sessions focus on a review, teach, practise and apply principal, following the 'No Nonsense Spelling' Programme. Activities are designed to introduce new, and revise taught spelling patterns in a fun and creative way. Children who require extra phonics teaching at KS2 complete additional phonics lessons each week on top of their class-based spelling lessons. Alongside discrete sessions, children

are introduced to key topic and science vocabulary at the start of each new unit taught. These key words are displayed clearly around the classroom and children are provided with opportunities to practise spelling them in context. It is expected that children use these accurately in their written work. They will also be introduced to words from the Y3/4 or Y5/6 spelling wordlists as part of their English lessons, and again, the teaching of these words is embedded in context.

Handwriting Curriculum

The school's approach to handwriting is applied in all cross-curricular situations. Although handwriting skills are taught discretely, great emphasis is placed throughout the school on the transference of these skills to children's own writing. It is also acknowledged that word-processing packages are used to present written work and that children need to improve presentation using a range of presentation devices, on screen and on paper, in accordance with the National Curriculum. 'Writing... depends on fluent, legible and, eventually, speedy handwriting' (National Curriculum 2016) Once the children have progressed through the ReadWrite Inc program we have adapted a cursive style of presentation as it supports children with their ability to spell, and supports those with dyslexia. The British Dyslexia Association notes that the continuous flow of cursive handwriting ultimately improves writing speed and spelling and helps dyslexics with easily confused letters.

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