



## Inspire ★ Believe ★ Achieve

*'Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith.'* 1 Timothy 4:12

### English Policy

#### Intent

At Yealand CE Primary School, we believe that a quality English curriculum should develop children's love of reading, writing and discussion. One of our priorities is helping children read with pleasure and fluency as well as developing the all-important comprehension skills. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning. We believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high-quality education and will give our children the tools they need to participate fully as a member of society.

Using the programmes of study from the National Curriculum it is our aim to develop:

- a rigorous and well-organised English curriculum and framework that provides purposeful opportunities for reading, writing and discussion.
- using a variety of quality texts and resources to motivate and inspire our children.
- the habit of reading easily, fluently and with good understanding
- the habit of reading widely and often, for both pleasure and information
- Acquiring a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audience using discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Competency in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate
- Cross-curricular links which are woven into our topic work

#### Implementation

At Yealand CE Primary School, we are committed to providing a motivating, challenging and comprehensive English curriculum that is accessible to all and links the use of English across a range of subjects, adding meaning to the learning of English. Our whole school approach to the teaching and learning of English involves the following;

- Purposeful opportunities for reading, writing and discussion
- Practical activities and English games
- Using a wide variety of quality texts and resources
- Individual, group and whole school discussions and activities
- Open and closed tasks
- Working with iPads and computers
- Cross curricular issues to extend and promote English

At KS1 and KS2, teachers use the National Curriculum for Teaching English and the Lancashire English Units of Work to ensure that all parts of the National Curriculum Programme of Study are taught.

The National Curriculum for English (2014) describes in detail what pupils must learn in each year group. Combined with our Read Write Inc programme, and our Dimensions skills ladders, this ensures continuity and high expectations for attainment in English. Our school scheme of work is a working document composed of ongoing plans produced on a week by week basis. Plans are developed from the National Curriculum for English and the Read Write Inc Programme and take into consideration the needs of all our children. Yealand embraces the unique opportunity through the school class structure and staffing to personalise the curriculum to meet the needs of individual children, enabling pupils to maximise their potential in this core subject. Each class group is responsible for the English in their class in consultation with the English Subject Leader. The approach to the teaching of English within school is based on three key principles:

1. A daily Read Write Inc lesson (Reception and KS1) or a daily Reading Carousel/SPAG lesson (KS2)
2. A daily English lesson (between 45 and 60 minutes)
3. A clear focus on direct, instructional teaching and interactive oral work with the whole class and group.

Children in Little Owls (Nursery) and Robin Class (Reception) follow the Foundation Stage Curriculum for CLL and English, as they make progress towards and where appropriate beyond the Early Learning Goals.

Towards the end of reception teachers aim to draw the elements of a daily RWI and English lesson together so that by the time they reach Year 1 children are familiar within a 45-minute lesson.

At Yealand CE Primary School, we identify children who need support and provide intervention in the most effective and efficient way that we can. We run intervention reading groups and are fortunate to have parents and governors who come in regularly to hear children read. Teachers plan and teach English lessons which are differentiated to the particular needs of each child. We help each child maximise their potential by providing help and support where necessary whilst striving to make children independent workers once we have helped to equip them with the confidence, tools and strategies that they need.

## **Impact**

Yealand's successful approach to the teaching and learning of English, results in a fun and engaging curriculum that embeds understanding and knowledge through hands on, practical activities. Introductions to concepts using concrete materials and practical activities supports learning through memorable activities and 'games' which children can recall at a later date, relating the learning to new situations. In lessons, teachers speak with children, who are encouraged to share their misconceptions and misunderstandings and become proficient in using appropriate vocabulary in doing so.

## **Assessment**

As with all aspects of the curriculum, ongoing assessment takes place in English. This formative assessment is used to plan next steps and short tasks are set to assess pupil knowledge and understanding alongside application of skills. Termly assessments are recorded in the Dimensions tracker, the whole school assessment system, alongside cohort paper-based trackers, as year group entering, developing, secure and greater depth. Some children are working below their year group expectations and this is recorded accordingly.

## **Performance Indicators**

Performance Indicators, which are the criteria for success of the school's mathematics policy at Yealand CE Primary School, are:

- Early Years Foundation Profile (Statutory Assessment)
- Y1 Phonics Check
- KS1 results (Statutory Assessment)
- KS2 results (Statutory Assessment)
- Dimensions data analysis (using end of term assessments)
- Pupil voice (enjoyment of English and their ability to talk confidently about what they are doing)

## **Resources**

English resources are stored in dedicated areas within each classroom. These areas are clearly labelled and easily accessible to

all children in Reception and KS1. In the KS2 class resources are stored centrally for all year groups but there are English resource baskets that pupils can use during every lesson if they wish. All RWInc Resources are stored centrally in the ICT Suite.

### **Monitoring and Evaluation**

The English subject leader works alongside all the teachers; monitoring and evaluating the quality and standards of English throughout the school. Opportunities to review the scheme, policy and published materials are given on a regular basis during staff meetings.

Policy Date ... June 2021

Review Date...annually or sooner

Author...Kirsty Beswetherick