

**Goostrey Community Primary School**

**English**

**1. Rationale**

We recognise that the four components of the English Curriculum (speaking, listening, reading and writing) are interdependent and of equal importance, and that pupils will develop skills in each area. English is a vital way of communicating in school, in public life and internationally. It will enable pupils to communicate with others in an effective manner. Pupils will learn to become enthusiastic, critical readers and writers of stories, poetry and drama, as well as non-fiction and media texts.

The study of English will help pupils to understand how language works by looking at its patterns, structures and origins. Using this knowledge, pupils can choose and adapt their thoughts and ideas in order to write for a variety of purposes and audiences.

2. Aims

At Goostrey School, we aim to:

* help every child communicate effectively by encouraging the use of language to formulate and express his/her ideas;
* create a language-rich environment which enables children to initiate and participate in a wide range of purposeful and appropriate literacy activities;
* value the linguistic and cultural backgrounds of our children and build on the prior knowledge which they bring from home and the broader community;
* provide a balance between the language modes of listening, speaking, reading and writing, ensuring progression and continuity throughout the school. There will be flexibility within teaching to allow for individual, group and class work;
* provide appropriate support for children with specific learning difficulties and opportunities for pupils who are deemed able and talented.
* continually monitor children’s performances through guided reading within the National Curriculum in England (2014)
* plan carefully to ensure that the requirements of the National Curriculum 2014 are being met.

Guidelines

* Teaching will ensure that work in speaking and listening, reading and writing is integrated across the curriculum
* Teaching will follow the National Curriculum in England (2014) and Foundation Stage Curriculum in Reception.
* Lessons requiring greater time on a single focus may be substituted as deemed necessary.
* Spelling strategies will be taught from Reception to Year 6 and spelling tests given on a regular basis
* Handwriting will be taught in a consistent and uniform manner.
* Reading is taught in line with The Foundation Stage Curriculum, Letters and Sounds and the National Curriculum in England (2014). Reading is also a key element in daily homework tasks.
* A variety of quality texts will be read to pupils and use of language and vocabulary discussed as appropriate
* Speaking and Listening activities are undertaken within all areas of the curriculum
* Cross-curricular links will be made wherever possible
* Planning, assessment, recording and reporting to be completed in line with the relevant school policies.
* The school caters for all pupils with differing needs. Pupils with both special educational needs and those deemed gifted (and talented) will have their individual needs met as appropriate.

Conclusion

The skills and knowledge that children acquire in this aspect of the English subject underpin all other curriculum areas.

**WRITING as a school we have invested in the writing programme Read to Write as produced by Literacy Counts**

Writing: when monitoring my subject I expect to see:

In lessons:

A variety of teaching methods.

Opportunities to see modelled writing.

Opportunities for sustained writing.

Good balance of speech and language/drama activities to support writing.

Cross curricular links where appropriate.

Grammar and punctuation linked to writing activities (opportunities to apply)

On the walls in classrooms:

Working Wall

Key vocabulary

WAGOLL – one piece (refreshed weekly) on the cork board

In pupils’ books there should be evidence of:

* Immersion, Analysis, Planning and Writing
* clear editing sessions
* GAPs teaching linked to genre (as closely as possible)
* published pieces or extracts clearly identified
* Marking Policy followed
* New text/genre marked with the photocopy of the book cover

Long, medium and short term teaching structure (writing) (Years 1-6)

Writing (long term):

* Important non-fiction genres re-visited annually interspersed with fiction genres.
* We cover the objectives set out in the National Curriculum 2014 programmes of study for English.
* Writing programme and genres for each class identified at the start of the year

Writing (medium term):

The Read to Write programme is split in to 12 genres over the year. Years R, 1 3,4 and 5 will follow the suggested sequence for the whole year. There is some flexibility for years 2 and 6. The programme sets out sequential learning therefore it is beneficial for the sequence to be followed, however adaptation may be made if appropriate. Staff should familiarise themselves with the books, for each year group to ensure no book is used outside the Read to Write programme (exceptions for Years 2 and 6).

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| |  | | --- | | **Teaching Sequence – underpinned by incidental writes /contextualised grammar/ sentence accuracy / poetry/ spelling and handwriting** |   **Immerse**   * 1. **days** | Immersion in text  Determine purpose, audience and form  Enjoy, explore and respond to text |
| **Analyse**  **3 days** | Familiarisation with text structures  Familiarisation with language features  Collect Writer Hints: create effects |
| **Plan**  **1-2 days**  **Write**  **7 days** | Gather ideas  Plan  Modelled and guided writing  Application of writers’ skills and knowledge  Independent writing and draft, revise, edit. |

Writing lessons

Pupils writing benefits from high-pitch, inspiring teaching with the opportunity for extended writing opportunities to practise deeply.

Writing lessons across the school follow a teaching sequence (with age appropriate parameters) so that pupils benefit during transition periods and to ensure that best practice is consistently shared and sequenced across classes, year groups and key stages. Y6 and 2 may deviate from this at certain times.

Success Criteria (differentiated if appropriate) should be made clear to the pupils, these may be shared in a variety of ways eg on the whiteboard, working wall, in books etc. Pupils should know the success criteria if asked.

The different groupings in the class may be differentiated through Success Criteria, based on the year-group expectations set out in the National Curriculum. There will may be extra levels of challenge for the middle ability pupils and a further extra level of challenge for the most confident and competent writers. Individual pupils (SEND with statements) will receive individual success criteria planned in conjunction with the teacher and the child’s support assistant.

The teacher will model the writing activity against the success criteria where applicable. This will enable the pupils to see the way that the teacher overcomes difficulties and allow them to contribute ideas. The model is to be written at a very high pitch, with stretching vocabulary, so that it is inspirational to pupils.

Pupils will start their writing task by writing the date and title. They will then respond to any relevant marking in accordance with the marking policy.

The pupils will then be given regular opportunities to write at length for an age-appropriate amount of time.

* + - * Years 1 & 2: 25-30 minutes
      * Years 3 & 4: 35 minutes
      * Years 5 & 6: 40 minutes

The teacher – or TA – will utilise mini-plenary sessions. This will ensure pace and allow for any misconceptions to be dealt with, it also gives an opportunity to extend all groups.

The aim of the mini-plenaries is to:

* + - * As a means of providing an extra level of differentiation – in particular as a method of stretching the highest ability pupils
      * Magpie ideas for pupils to use in their writing
      * Share examples of sentences to provide a peer model for writing
      * As an opportunity for self and peer assessment against the success criteria
      * As an opportunity for pupils to improve their work

Editing lessons

We believe that editing of writing is an important skill that must be taught discreetly and that improves not just the piece of writing that is being edited, but also future writing by embedding good practice and providing strong self-feedback.

In an editing lesson:

* Pupils will edit directly against the success criteria
* Pupils will improve their work (vocabulary choices / grammar / spelling & add in passages to improve their content where necessary)
* Pupils will share their work and improve it as a result

Publishing writing – relative to the age of the child. Published may be one sentence or longer but should always be completed in one lesson. Published work should be clearly identified in the pupils’ books by the title “Published Work”

Every half term, a new published piece, for each year group, should be refreshed on the communal writing boards in school

We believe that publishing is the best way of:

* Ensuring pupils’ work is in context
* Practising important presentation / handwriting skills
* Providing a reason to produce exceptional work
* Sharing work amongst pupils and with visitors

Acceptable methods of publishing are:

* Creating ‘best copies’ of work
* Creating published books
* Creating class anthologies
* Word Processing
* Publishing on iPads
* Creating a PowerPoint presentation of work (non-fiction)
* Creating a video / role play / drama

**English – Reading Statement**

**When monitoring my subject in school, I expect to see:**

Pupils reading for pleasure – from novels, comics, poetry, factual books, pupils’ work

Pupils reading for information – in reference books, from websites, in newspapers

Evidence of pupils’ reading in classrooms – e.g. via wall displays, book reviews, comment cards

Reading across the curriculum – pupils learning about a range of topics including historical, artistic

Reading areas in classrooms – including displays, feedback, super books

In staff planning, I expect to see evidence of:

Reading integrated into subject plans for English (and other subjects where appropriate)

Links to the new National Curriculum (2014)

High quality texts to engage and stimulate the pupils

Discrete and integrated opportunities for teaching the specific skills of reading (throughout KS1/2)

In class lessons, I would expect:

Whole class, individual reading, at 9am and 1pm each day – five-minute sessions.

Adults to model great reading through short bursts within specific lessons, to longer, complex class novels which may be read and enjoyed over a longer period of time

Drama activities – where appropriate – to aid pupils’ comprehension and enjoyment of stories

Reading embedded during cross-curricular topics

Regular sharing of stories, texts, poems, etc…

Regular, timetabled lessons to support guided reading (book club/group/whole class) as appropriate

Evidence of reading materials – possibly as a class stimulus – on the WAGOLLS and working walls

At home, I would hope that:

Pupils are continuing to enjoy reading outside of school and may talk about reading interests with their teachers and friends in class

Parents continue to support their child’s reading development by sharing reading at home

INTENT:

English teaches our pupils how to make sense of the world around them by developing their ability to communicate with others involved in their upbringing and education. It enables them to form meaningful relationships with others around them and to learn across a wide and varied curriculum. The subject is planned to take into account the areas of reading, writing, grammar, punctuation and spelling but pupils will make rich connections between all subject areas to develop as fluent readers and writers across the curriculum.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based upon the security and consolidation of pupils’ understanding and their readiness to move to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated programmes before any acceleration through new content. Those who are not sufficiently fluent with earlier knowledge and skills should consolidate their understanding, including through additional practice, before moving on.

* Pupils to become fluent in the areas of reading, writing, grammar, spelling and punctuation
* To increase the breadth and depth of both reading and writing as they move through each year group
* To create a vocabulary rich environment with both subject specific vocabulary and genre/curriculum vocab
* To promote enjoyment and enthusiasm for learning in English through a range of teaching styles and methods
* To promote confidence and competence with reading and writing
* To understand the importance of English skills in everyday life
* Throughout the whole curriculum, opportunities to extend and promote English should be sought – the prime focus to remain on ensuring English progress continues to be delivered discretely, or otherwise.
* To plan carefully to ensure that the requirements of the National Curriculum 2014 are being met across the year groups

IMPLEMENTATION:

* Through high quality teaching delivering appropriately challenging work for all individuals.
* Using a variety of teaching and learning styles in all English lessons.
* Structured and systematic teaching following curriculum objectives and coverage outlined in the National Curriculum in England (2014) and Foundation Stage Curriculum in Reception
* Incorporating daily “five minute” reading across KS2 and regular shared and individual reading in KS1 and FS
* Using a range of resources in classrooms and a range of planning resources e.g. Literacy Counts, Literacy First, Rising Stars Assessment, etc.
* Striving to better ourselves and frequently share ideas and things that have been particularly effective as well as participating in training opportunities.
* Continuously monitoring pupils’ progress against expectations for their age
* Making cross-curricular links wherever possible.
* Planning, assessment, recording and reporting to be completed in line with the relevant school policies.
* Ensuring that we are providing excellent provision for every child
* Setting differentiated weekly homework (including spellings) to support learning.
* Catering for all pupils with differing needs. Pupils with both special educational needs and those deemed gifted (and talented) will have their individual needs met as appropriate.

IMPACT:

PUPIL VOICE - through discussion and feedback, children talk enthusiastically about their English lessons and speak about how they love learning about the subject. They can articulate the context in which reading/writing/grammar/spelling is being taught and relate this to real life purposes

EVIDENCE IN KNOWLEDGE - pupils know how and why English is used in the outside world and in the workplace. They know about different ways that English can be used to support their future potential.

EVIDENCE IN SKILLS - pupils use correct vocabulary in English lessons. They have the skills to use methods independently and show resilience when tackling problems (e.g. such as finding spellings in a dictionary or ACE dictionary; using thesauruses to improve vocabulary).

BREADTH AND DEPTH Teachers plan a range of opportunities to use English inside and outside school and across all curriculum subjects – sticky learning

English equips pupils with a sophisticated use of language and skills to understand and change the world. Through their growing knowledge and understanding, children learn to appreciate the contribution made by different cultures to the development and application of English.