

Curriculum Policy:	English
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Vision:

At Cleves Primary School, we believe that the teaching of reading is integral to a child's understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using a range of evidence-based strategies and discuss what they read. This curriculum is delivered through synthetic phonics, a linked approach to shared and guided reading, home reading, reading across the curriculum, regular opportunities for independent reading and hearing quality texts read aloud every day. All of these are essential components as they offer the range of opportunities needed to develop fluent, enthusiastic and critical readers.

It is important that children are motivated to read at home regularly; when their reading opportunities increase, so does their fluency and stamina which in turn increases their enjoyment of reading. Therefore, the link between children's motivation to read and reading for pleasure is reciprocal. Furthermore, we know that reading pleasure is beneficial not only for reading outcomes, but for wider learning enjoyment and mental wellbeing. Thus, we work hard to foster a love of independent reading and build communities of engaged readers. We understand the significance of parents and carers in supporting their children to develop both word reading and comprehension skills so we endeavour to build a home-school partnership through our coffee mornings and workshops which enables parents and carers to have the confidence to support their children with reading at home.

Reading is at the very heart of our curriculum. We are committed to promoting a love for reading and not only giving children opportunities to read in English lessons, but in the wider curriculum too.

Action

Learning to read is one of the most important things that any Cleves child will ever learn. It underpins everything else, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible. We also want your child to develop a real love of reading and to want to read for themselves. This is why we work hard to make sure children develop a love of books as well as simply learning to read.

We start by teaching phonics in Nursery and throughout the Foundation Stage and Key stage 1. The phonics overview document provides a structure for the teachers to follow and plan children's progression. We recognise that in order to be aspirational, we have accelerated the progress with a spiral approach which allows the children to make better than expected progress.

At Cleves we teach a bespoke mastery curriculum. Books are chosen to introduce children to a range of genres. Book chosen will meet one of these criteria:

Multi-layered, capable of being read at different levels.

Deal with important themes

Language is lively and inventive

Contemporary classics

Different cultural settings

Teachers regularly read with the children so the children get to know and love all sorts of stories, poetry and information books. This is in addition to the books that they take home. This helps to extend children's vocabulary and comprehension, as well as supporting their writing. All classrooms have attractive book corners where the children can access a wide range of books, both fiction and non-fiction to help embed their love of books, stories and reading.

Impact:

Children's progress in phonics is continually reviewed through periodic phonic assessments and evidence from their reading and writing. Through these, teachers identify the graphemes that need to be addressed which then informs groupings. In Key Stage One, regular assessment of the children's decoding and comprehension is undertaken. The majority of children achieve greater depth (36+).

At Cleves 'pupil voice' shows that pupils enjoy reading and are confident when talking about the skills they need to be a good reader. Pupil's work demonstrates that Reading is taught at an age appropriate standard across each year group, with sufficient challenge and opportunities to work at greater depth. National testing outcomes also evidence impact.

We at Cleves Primary School believe English has a 'pre-eminent place in education and in society. 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. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.' (The National Curriculum in England Framework Document (DfE) 2014).

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We understand that 'the National Curriculum provides pupils with an introduction to the core knowledge that they need to be educated citizens.'

Our well-balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We wish to work closely with our pupils and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

This policy is to be read in conjunction with the following documents:

- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- National curriculum in England: English programmes of study

Aims

The aims of English are:

- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children enjoy writing and recognise its value;
- to write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences;
- to increase the children's ability to use planning, drafting and editing to improve their work;
- to form letters correctly, progressing to joined, legible, fluent handwriting;

- to develop an awareness with of the spelling rules and patterns used in the English language including those with exceptions;
- to develop understanding of grammatical concepts and terminology used within standard English.

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 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 and demonstrating to others and participating in debate;
- To promote the teaching of numeracy and literacy within all subjects;
- To share good practice within the school;
- To work with other schools to share good practice in order to improve this policy.

Objectives

- To ensure teaching and learning in school supports the development of writing, reading, speaking and listening skills in pupils, ensuring all pupils achieve their full potential according to their ages and abilities;
- To ensure the school's teaching staff is highly trained and consists of committed teachers and support staff who have the expertise to develop the potential of all pupils;
- To provide a rich and varied curriculum that will stimulate and interest all pupils;
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities;
- To provide resources for all pupils that will support effective learning and teaching;
- To ensure leadership and management structures within the school support the implementation of these objectives;

Roles and Responsibility for the Policy

The Local Governing Body has:

- Appointed a member of staff to be responsible for the curriculum leadership of English;
- Delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- Responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- Responsibility for ensuring that the school complies with all equalities legislation;
- Responsibility for ensuring funding is in place to support this policy;
- Responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- Responsibility for ensuring all policies are made available to parents;
- Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The Headteacher and the Senior Leadership Team will:

- Ensure all school personnel are aware of and comply with this policy;
- Work closely with the subject leader and the link governor;
- Ensure compliance with the legal requirements of the National Curriculum;

- Consider disapplying a pupil from all or part of the National Curriculum test for a period of time if this will benefit the child;
- Encourage parents to take an active role in curriculum development;
- Provide leadership and vision in respect of equality;
- Provide guidance, support and training to all staff;
- Monitor the effectiveness of this policy by:
 - Observing teaching and learning;
 - Planning scrutinies
 - Book scrutinies;
 - Learning Walks; - Lesson Observations;
 - Holding discussions with pupils
 - Annually report to the Governing Body on the success and development of this policy

The Subject Leader will:

- Lead the development of this policy throughout the school;
- Work with the Headteacher and the nominated governor;
- Be accountable for standards in this subject area;
- Work effectively with other subject leads;
- Run an effective budget that links closely with the Subject Action Plan
- Monitor standards by: - Auditing the subject area;
 - Review of the Curriculum Overview and Action Plan;
 - Monitoring teachers planning;
 - Lesson observations;
 - Scrutinising children's work;
 - Discussions with pupils.
 - Monitor target setting
 - Monitor Shared and Guided Reading
 - Monitor that variation is planned
- Ensure continuity and progression throughout the school;
- Devise a subject Action Plan that links directly with the school's improvement plan;
- Provide guidance and support to all staff;
- Provide training for staff on induction as required and when the need arises deliver CPD to teachers and the wider staff teams;
- Attend appropriate and relevant INSET;
- Keep up to date with new developments;
- Undertake an annual audit and stock take of resources;
- Purchase new resources when required and in preparation for the new academic year;
- Manage the subject budget effectively;
- Undertake risk assessments when required;
- Review and monitor.

The Link Governor will:

- Work closely with the Headteacher and the subject leader;
- Ensure this policy and other linked policies are up to date;
- Ensure that everyone connected with the school is aware of this policy;
- Attend training related to this policy.

Teachers and support staff will:

- Comply with all aspects of this policy;
- Work closely with the subject leader to develop this policy;

- Devise planning that follows the curriculum overview;
- Develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- Plan and deliver good to outstanding lessons;
- Plan lessons which are interactive, engaging and of a good pace;
- Have high expectations for all children and will provide work that will extend them;
- Assess, record and report on the development, progress and attainment of pupils; - Achieve high standards;
- Celebrate the success of pupils through awards, certificates and general praise
- Implement the school's equalities policy and schemes;
- Report and deal with all incidents of discrimination;
- Attend appropriate training sessions on equality;
- Report any concerns they have on any aspect of the school community.

Pupils will:

- Be aware of and comply with this policy;
- Listen carefully to all instructions given by the teacher;
- Ask for further help if they do not understand;
- Participate fully in all lessons;
- Participate in discussions concerning progress and attainment;
- Treat others, their work and equipment with respect;
- Support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- Take part in questionnaires and surveys.

Parents/carers will:

- Be aware of and comply with this policy;
- Be encouraged to take an active role in the life of the school by attending:

- Parents and open evenings;
- Parent-teacher consultations;
- Curriculum development workshops.

- Encourage effort and achievement;
- Encourage completion of homework and return it to school;
- Provide the right conditions for homework to take place;
- Expect their child to hand in homework on time;
- Join the school in celebrating success of their child's learning.

Policy Procedure

Spoken Language

We need to:

- Continue to develop pupils' confidence and competence in spoken language;
- Develop in pupils their understanding of books and other reading material;
- Demonstrate to them how to prepare their ideas before they write;
- Explain to pupils ways of thinking clearly to themselves and to others;
- Develop pupils, confidence in using discussion and debate as a means to probing and remedying their misconceptions.

(The National Curriculum in England (DfE) 2014)

Reading

We are going to develop pupils' competence in the programmes of study of Word Reading and Comprehension.

Word Reading

Phonics will be taught to children when they start school and to those older pupils who need further reading development.

Comprehension (both listening and reading)

Comprehension skills will be developed by:

- Inference and deduction;
- Asking and answering a range of comprehension questions to unlock a text;
- High quality discussion with the teacher;
- Reading and discussion of stories, poems and non-fiction;
- Encouraging pupils to read widely both fiction and non-fiction;
- Establishing an appreciation and love for independent reading.

Writing

We need to develop pupils' competence in Transcription (spelling and handwriting) and Composition (articulating ideas and structuring them in speech and writing).

Composition (articulating ideas and structuring them in speech and writing) will be developed by teaching pupils how to:

- Plan, revise, and evaluate their writing;
- Write down their ideas fluently by spelling quickly and accurately;
- Articulate and communicate ideas;
- Organise ideas coherently for a reader.

Transcription (spelling and handwriting) will be developed by teaching pupils how to spell quickly and accurately by:

- Knowing the relationship between sounds and letters (phonics);
- Understanding word structure;
- Understanding the spelling structure of words.

Teaching and Learning Styles

At Cleves Primary School we use a variety of teaching and learning styles English lessons. Our principal aim is to develop children's knowledge, skills, and understanding in English. We follow a clear weekly structure throughout the school to ensure all areas of English are covered in grammar, writing and reading. We do this through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and an opportunity to review progress and learning. They have the opportunity to experience a wide range of texts and use a range of resources such as dictionaries, thesauruses and word banks to support their work. Wherever possible we encourage children to use and apply their learning in other areas of the curriculum.

There are children of differing ability in all classes at Cleves Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child but still providing opportunities for challenge. In some lessons we do it through variation within group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use teaching assistants to support some children and to enable work to be matched to the needs of individuals. We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

English is a core subject in the National Curriculum. We use the New National Curriculum as the basis for implementing the statutory requirements of the programme of study for English based around a certain text.

Our plans give details of the main teaching objectives for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The English subject leader is responsible for reviewing these plans.

This lists the specific weekly objectives for each lesson provide suggested details of how the lessons are to be taught. It also includes details of what each ability group of children will be learning. These plans are then viewed by the Subject Leader.

The Foundation Stage

We teach English in reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations.

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Inclusion

We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. We aim to provide places for all pupils who express a preference to join this school.

We work hard to offer equality of opportunity and diversity to all groups of pupils within school such as children:

- From both sexes;
- Who have Special Educational Needs;
- Who are looked after;
- From minority faiths, ethnicities, asylum seekers, refugees;
- Who are more able
- Who are at risk of disaffection;
- Who are young carers;
- Who are sick;
- Who have behavioural, emotional and social needs;
- From families who are under stress.

We believe we have a duty to ensure that all children have equal rights to the opportunities offered by education and that all children will be encouraged to fulfil their potential in their academic, physical and creative achievements.

We want to give all children the right to access high quality educational experiences, to take part in a broad and balanced curriculum and to be part of the social life of the school.

We recognise that within the school we have more able children. We believe that:

- More able children demonstrate a higher ability than average for the class and often require differentiated tasks and opportunities to learn through challenges;

We have an even greater obligation to plan and deliver well-structured lessons with appropriate assessment plus ambitious targets for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Also, we have a duty to cater for pupils whose first language is not English by planning teaching opportunities to help them develop their English and to gain full access to the National Curriculum.

Variation

The main purpose of variation is to challenge and raise standards of learning by ensuring that curriculum objectives are accessible to all our children despite their backgrounds or abilities. We see variation as a form of integration and not exclusion.

Variation must reflect the learning objective and can be achieved in a variety of ways either by task, by support or by outcome and should be chosen by fitness for purpose.

We want all children to achieve success, therefore we will ensure they are given varied tasks that are matched to their level of attainment so that they can demonstrate successfully what they know, understand and can do.

The main feature of effective variation is good planning resulting in effective teaching and learning with children making good progress. Also we expect to see in all classes interested well motivated children responding to challenges, children working productively on task and being aware of their own progression.

Special Educational Needs

At our school we teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, variation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

We enable pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Teachers provide help with communication and English through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using ICT, other technological aids and taped materials;
- using alternative communication, such as signs and symbols;
- using translators and amanuenses;
- using multi-sensory resources

We want pupils with identified special educational needs to have full access to all subjects of the National Curriculum with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject.

Assessment for Learning

Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. They use Pupil Tracker as the recording format for this. Teachers make long-term assessments towards the end of the school year, and they use these to assess

progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarize the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using end-of-year tests to attain scaled scores, standardised tests (PIRA) and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6.

The class leader keeps samples of children's work in a portfolio. This demonstrates what the expected level of achievement is in English in each year of the school. Teachers meet regularly to review and moderate individual examples of work against the national exemplification material produced by the DfE.

Teachers will:

- Carry out continuous assessment;
- Use short-term assessments matched to the teaching objectives to adjust their planning;
- Make comments in pupil's books related to the teaching objective and success criteria;
- Carry out medium-term assessments to measure progress against key objectives to adjust planning;
- Carry out long-term assessment to assess progress against school and national targets;
- Administer national tests and assessment in Y2 and Y6;
- Carry out tests at the end of Y1, Y3, Y4 and Y5;
- Use long-term assessments to help them plan for the next academic year;
- Inform parents and carers of their child's progress and targets

Monitoring & Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the Senior Leadership Team.

Standards will be monitored by:

- Looking at pupils work;
- Lesson observations;
- Pupil discussions;
- Audit of subjects;
- Scrutiny of planning;
- General curriculum discussions.

Contribution of the Subject to other Areas of the Curriculum

English is linked to all curriculum areas and many of the comprehension lessons are focussed on current affairs.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- The school website;
- The Staff Handbook;
- Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- School events;
- Meetings with school personnel;

- Communications with home;
- Reports such monthly newsletters to parents and Headteacher reports to the Governing Body;
- Information displays throughout the school.

Training

Cleves Primary School will provide opportunities for all employees to have access to the information, instruction, supervision and training required to enable them to discharge their responsibilities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. As such, we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher