



This policy is intended to provide clear guidance for the delivery of the English curriculum throughout the school and over the three key stages: Foundation, Key Stage 1 and Key Stage 2. It aims to reflect the needs of the children within the school as expressed in the aims of the school and the National Curriculum 2014.

1. Aims

All at Cockfield Primary School recognise the central importance of English, as a subject in its own right, and as the most cohesive area of learning. Gaining and using skills in language not only affects the child's progress in school, but also has a profound influence upon the course of his or her whole life. We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Pupils at Cockfield Primary School will leave Year 6

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in relation to grammatical terminology;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

2. Promoting high standards

While striving for high standards in English, the following factors will apply:

- Senior Leaders will provide active leadership and set high expectations of achievement for themselves, staff and children;
- the subject leader will have the expertise and the opportunity to provide support and influence direction and practice, where necessary the subject leader will undertake training to achieve this;
- a desire to secure high standards through effective teaching and learning is consistently promoted and pervades the whole school;

- there is a systematic approach to planning, teaching, assessment, monitoring, moderation and review;
- there is a whole-school approach to the professional development of staff within the subject;
- teaching assistants are used effectively to support learning;
- parents/carers are kept informed and are encouraged to support their children's learning;
- Governors are involved in systematic monitoring and evaluation.

3. Teaching and Learning

Non-negotiables for literacy:

- 5 sessions a week of spelling/grammar – 2 spelling/3 grammar or 3 spelling/2 grammar – No Nonsense programmes to be followed.
 - EYFS – 5 phonics sessions a week, 4 new sounds, 1 tricky words.
 - KS1 5 sessions a week – 4 spelling, 1 grammar – No Nonsense programmes to be followed.
 - Handwriting taught weekly in KS1/EYFS
 - Recorded guided reading/comprehension tasks in book/folder each week. Looking/thinking/clue questions to be identified in children's books.
 - Cold task at the beginning of each unit, hot task at the end, to be edited and written up (KS2) for special writing books in neatest handwriting.
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- English is taught through daily lessons, however, where appropriate the class teacher has the discretion to teach in blocks across two sessions and on these occasions English will be taught on alternate days. 5 sessions of English will be taught over a week or 10 over a fortnight (due to variations in class set-up).
 - A variety of teaching and learning styles are used and include visual, auditory and kinaesthetic approaches. Children take part in whole-class, group and individual teaching. Children are assigned weekly talk partners which encourages collaboration, discussion and debate. Peer support and assessment are integral to the talk partner arrangement.
 - Children have the opportunity to experience a wide range of texts and use a range of resources including dictionaries and thesauruses. IT is used in English lessons where it enhances teaching and learning. This will include the use of the interactive TVs, use of IT programmes and access to the internet.
 - English work is often cross-curricular and we encourage children to use and apply their learning in all areas of the curriculum.
 - In English lessons, whole class learning objectives are taken from the National Curriculum document with reference to the expected progression across year groups. Tasks are differentiated according to need and success criteria gathered using children's input.
 - We use teaching assistants to support some children and to enable work to be matched to the needs of individuals.

4. English curriculum planning

- English is a core subject in the National Curriculum and we use this document as the basis for the implementation of the statutory requirements of the programme of study for English.
- Curriculum planning is in three phases – long-term (year), medium-term (unit) and short-term (daily lessons). The new National Curriculum gives a detailed account of the long-term plan. Our medium-term plans give details of the main teaching objectives for each unit of work across the terms. Our short-term plans detail the content of each lesson and highlight those children with either a Learning Plan (school support SEN) or a Challenge Plan (Able, Gifted and Talented children).
- Planning is the responsibility of the class teacher who regularly shares these with the Head Teacher and Subject Leader.
- Foundation Stage and Key Stage 1 undertake a daily phonics session using Jolly Phonics. Later Year 2 and Key Stage 2 undertake discrete grammar and spelling sessions using No Nonsense Spelling and Grammar, also on a daily basis. Year 1 also undertake No Nonsense Grammar sessions. All classes undertake regular guided reading sessions.
- Guided reading is taught in discrete sessions throughout the week. This will vary between key stages but will involve having class book focuses and the teaching of reading skills, both decoding and comprehension.
- Units of work in writing can be planned using elements of Pie Corbett talk4writing methods.

5. The Foundation Stage

Children will have the opportunity to access a range of activities to develop their literacy skills. These will include targeted fine motor activities to establish a secure pencil grip, writing opportunities across the areas of learning, access to a high quality print rich environment, time to share books both individually and as part of a group and direct teaching of phonics. They also have planned literacy activities to develop the skills of letter formation, sounding out for spelling and understanding the basic features of a sentence. This learning will take place individually, in small groups or as part of a whole class theme. Children will be encouraged to use these skills across the different areas of learning.

6. Contribution of English to teaching in other curriculum areas

- The skills that children develop in English are linked to, and applied in, every subject of our curriculum.
- The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school.

6.1 Mathematics

English contributes significantly to the teaching of mathematics. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key

Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

6.2 Computing

- The use of computing technology enables children to use and apply their developing skills in English in a variety of ways. All children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Younger children have access to 2Simple Software to support aspects of English. Older children will develop their use of a variety of programs such as Microsoft Word, PowerPoint and Publisher. Children use the planning and proofing tools in a word processor when checking their draft work. We encourage all children to use ICT as an independent resource for learning.

6.3 Spiritual, moral, social and cultural development

- English contributes to the spiritual, moral, social and cultural development of our children. An appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. Children work together and have the opportunity to discuss their ideas, thoughts and feelings.

6.4 Special Educational Needs

- Regular assessment allows teachers to consider the progress and attainment of each child. In light of this assessment teachers provide a range of suitable learning challenges which are tailored to meet individual needs and which enable all pupils to make progress.
- Children whose progress falls significantly outside the expected range may have special educational needs. At school support level children will have specific targets within their Learning Plans which are addressed through intervention and targeted support. Children who have an Education, Health and Care Plan will be supported in line with that plan.
- Children who are targeted for small group support but come outside of the school support category may take part in booster groups.

6.4 High Achievers, Gifted and Talented

- High achievers, gifted and talented children are provided with differentiated and challenging tasks in line with their learning needs.

7. Assessment and Recording

- Teachers assess children's work in English throughout the year. Formative assessment is ongoing and summative assessment takes place at the end of each half term. Assessment outcomes are entered onto the school Target Tracker system and form the basis of half-termly pupil progress meetings. Information about children's attainment and progress is shared at parents' evenings and via

the child's annual report. The information is also shared with the child's next teacher at the end of the summer term.

- Summative reading tests – KS1 and KS2 children take part in a termly Salford Reading test and KS1 and 2 children complete a termly PIRA test.
- Summative writing assessments – teachers make half-termly assessments of children's writing using the Ros Wilson Big Writing statements which reflect age related National Curriculum expectations.
- Year 2 and KS2 children complete a half-termly Rising Stars Spelling, Punctuation and Grammar test.
- Children are regularly tested on spellings within the spelling and grammar sessions on the words that are common exception words or words using the spelling patterns they have been taught.
- Summative grammar test – Year 2 and KS2 children take part in a half-termly Rising Stars Spelling, Punctuation and Grammar test.
- Summative phonics assessment – Foundation Stage and KS1 children complete a termly phonics progress check.
- Year 2 and Year 6 take part in Standard Assessment Tasks (SATs) in the summer term. Year 1 take part in a phonics screening test in the summer term.

8. Resources

- There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries and a range of other support materials. Each classroom has a range of fiction and non-fiction texts and access to levelled individual reading books and guiding reading sets.
- The library contains a wide selection of books to support children's individual research skills across the full range of curriculum areas.

9. Monitoring and review

- Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The subject leader has leadership and management time in order to enable them to review samples of the children's work and undertake lesson observations and drop-ins of English teaching across the school. The named governor responsible for English meets termly with the subject leader in order to review progress against the English Action Plan and School Development Plan.

Signed _____ Headteacher,

Signed _____ Chair of Governors

Date: March 2018

Review Date: March 2020

