



CLIFTON COMMUNITY PRIMARY SCHOOL

ENGLISH POLICY

'Enjoy and Achieve Together'

Head Teacher		February 2020
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Next Review Date	Autumn 2021
Committee Responsible	Governing Board
Document locations	Staff shared Drive – Policies

Change History

Version	Date	Change Description	Stored
1	February 2020	Created to incorporate the Intent / Implementation and Impact of the English Curriculum	Co-ords / staff shared
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CLIFTON PRIMARY SCHOOL

CURRICULUM POLICY FOR ENGLISH

Mission Statement: 'Enjoy and Achieve Together'

At Clifton Primary School we believe it is important that:

Intent

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Our intentions for this to work is:

- We want to develop positive attitudes towards books so that reading is a pleasurable activity.
- We want to encourage our children to read a wide range of genres whilst gaining an increased level of fluency and understanding.
- We want to develop a range of reading strategies for approaching reading: using and applying phonological, contextual, grammatical and graphic knowledge.
- We want them to use reading as a means of gathering information to support their learning throughout the entire curriculum.
- We want our children to be confident to write in different contexts and for different purposes and audiences, including themselves.
- We want them to write with increasing awareness of the conventions of grammar, punctuation and spelling.
- We want them to form letters correctly, leading to a cursive, fluent and legible handwriting style
- We want to develop listening and comprehension skills through a variety of means including reciprocal and non-reciprocal situations
- We want to develop their oral abilities at their own level
- We want to encourage our children to express opinions, articulate feelings and formulate appropriate responses to increasingly complex questions and instructions.

Implementation

In the National Curriculum for 5 - 11 year olds, English is developed through four key areas:

- Spoken Language
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

It is important to note that each is closely interrelated with the next, so it becomes increasingly difficult to consider one without the other(s).

The Early Years Foundation Stage

English in Early Years is based upon the Foundation Stage Profile strand of Communication, Language & Literacy. Communication, language and literacy depend on learning and being competent in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning in communication, language and literacy, practitioners should give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other
- Incorporating communication, language and literacy development in planned activities in each area of learning;
- Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books
- Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences
- Planning an environment that reflects the importance of language through signs, notices and books
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate

At Key Stage One (Years 1 and 2):

Children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

At Key Stage Two (Years 3-6):

Children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Speaking and Listening

The National Curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

In EYFS, our children also take part in P4C lessons on a weekly basis to encourage the essential skills to develop speaking and listening. Our children are encouraged to use talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experience. The children develop questioning asking why things happen and giving explanations. As stated above, speaking and listening and writing go hand-in-hand and are crucial within the children's development.

In KS1 and KS2 our children take part in weekly P4C lessons that encourages vital speaking and listening skills. During a variety of topics including PSHE, circle time is a fundamental activity which also helps with the development of such skills. Within the two week writing frame in place, our children are encouraged to take part in drama activities which may include: role-on-the-wall, hot-seating, freeze frames, conscience alley and small role plays. There is also a weekly after-school drama club which offers our children the opportunity to take part in the annual school production.

Reading

In EYFS, it starts with the love of books. Teachers will share class stories daily both on the carpet and in exciting reading areas. Books are more complex and longer in length, challenging the children to remember where they are in the story which builds speaking and listening skills too. The teaching of phonics is essential - which provides the children with the fundamental skills to begin their reading journey. In Nursery, children have the opportunity to share their favourite stories, rhymes, songs, poems or jingles. Reception develop this further by: Listening to and joining in with stories and poems. They also encourage to participate with repeated refrains and are asked to anticipate key events and phrases in rhymes and stories. By repeating the stories and reciting them the children begin to develop their own mental library, broadening their own imagination; this allows deeper learning and the development of the working memory.

In KS1, we continue develop the children's love of books; each classroom has an inviting reading area with the current books written by their favourite authors. Our children are given the opportunity to read every day in school independently, to peers or to an adult. Children take part in whole class reading sessions at least twice a week, alongside daily phonics lesson to help further develop decoding of spelling and the key skills needed to comprehend a variety of texts. Furthermore, the love of reading is encouraged daily as a class whilst the teacher shares a new book frequently throughout them.

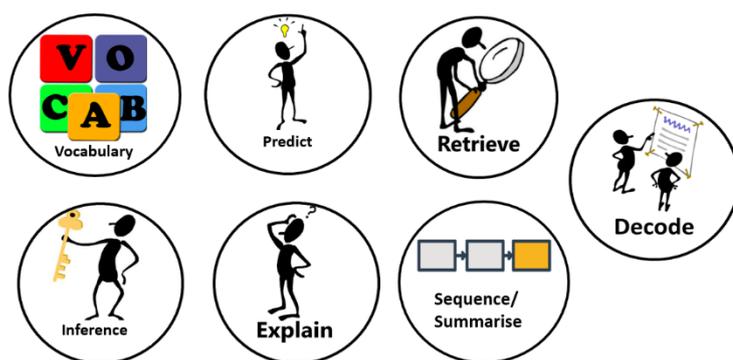
In KS2, we encourage our children to have a passion for books and develop a love of reading; each classroom has an inviting reading area with the current books written by their favourite authors. Our children spend each morning reading either a school book or a book from home; at least once per week, our children will share their school reading book with an adult which is signed in their reading records. Children take part in Whole Class reading sessions at three times per week, where they are encouraged to answer about a variety of texts and are asked both literal and inference questions to deepen their understanding. Reading and comprehending of the text are modelled a high standard to support the children's learning. To continue to develop the skills of reading, once a week, our children will complete a comprehension task – which is an approach in the embedding of the fundamental skills needed to comprehend a wide range of texts. Furthermore, the love of reading is encouraged daily as a class whilst the teacher shares a new book once a half term – which has been a success in engaging the less reluctant readers in the group.

Whole Class Reading

Teaching of Reading means that the teacher can better plan activities which allow children to access reading skills. It also allows the teacher to work with the children that need it the most at that time. Differentiation can be achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking them; the level of support they are receiving. The outcome of the lesson is often written but not always. Teaching the whole class the same objective removes the problem of independent groups, it allows the teacher to focus on one objective in depth and better prepare children for the expectation of written responses at the end of KS2.

Children need to be aware of the reading skills they are using in order to give them a greater understanding of what makes a well-rounded reader. We implement this by using a 'Lens

Approach' to incorporate the individual skills required:



This approach starts in EYFS; Teachers deliver weekly group reading sessions where the lenses and vocabulary are initially shared to help embed the skills needed throughout their years at Clifton Primary School.

Continuing to develop these fundamental skills, KS1 teach whole class sessions twice per week which will showcase one written outcome incorporating at least one of the lenses.

In KS2, whole class reading sessions are delivered 3 times per week with at least two written outcomes evident to demonstrate the children's understanding of the required reading skills.

In both KS1 and KS2, a reading comprehension should be undertaken once a week for assessment purposes and to continue to develop skills required during summative assessment.

Teachers plan their whole class reading sessions using a wide range of text including both non-fiction, fiction and poetry whilst also covering all lens throughout a half term. To deepen the children's learning and knowledge of the topics being covered in other areas of the curriculum, non-fiction text should follow a similar theme.

- **Home/school reading**

Our home/school reading scheme is a variety of scheme books such as: Oxford Reading Tree, Floppy Phonics, Songbirds, Project X etc and real books- incorporating phonetically decodable and sight word books. High Interest and low-level books are also used for struggling readers. These books are banded

of graded ability and matched to children's individual reading levels. They have a relevant and interesting content and topics linked to children's interests and modern day world issues.

Volunteer readers are invited into school to support children develop pace and recall of facts.

Writing

In EYFS, before the children are beginning to develop their writing they initially develop the spoken language. Children are asked to give meaning to marks and are encouraged to link sounds learnt in phonics to written letters. Our children make progress by clearly identifying letters to communicate meaning, representing some sounds correctly and in sequence. This leads to a development of the children writing their own name and other things such as labels, captions. By the end of Reception, the children are expected to write simple sentences which can be read by themselves and others.

In KS1 and KS2, children are encouraged to write in a variety of contexts for different purposes and audiences. This is supported by the use of challenging texts, both fiction and non-fiction; engaging media clips to stimulate children's imagination; visual objects and current issues. We also promote the use of children's present-day interests to engage the non-confident writers in their English lessons. Where possible, we use writing cross-curricular to ensure our children experience a holistic approach to their learning and are aware writing is essential in many areas of life. Handwriting lessons and interventions are set to develop the joined, fluency that is required from Year 2 onwards.

Writing Journey

The writing journey will last between 1-3 weeks depending on the genre being produced; the final piece will be presented in the presentation book - which will be assessed with the accreditation sheet (stuck in the back of each child's book).

The following key skills should be taught during the journey:

- Planning
- Editing
- Drafting
- Publishing

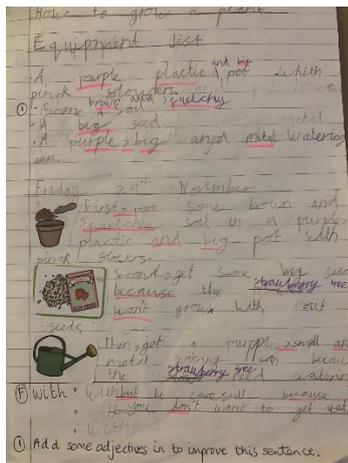
It is also expected that grammar is incorporated within the writing journey and is evident in English books.

It is essential for 4-6 pieces of writing to be evident in Presentation Books per term depending on the length of the term.

E.g. 12 week = 4 writes

15 week = 6 writes

The writing produced should have a balance of different genres from poetry, non-fiction and fiction. 50% of the writing each term should be narrative based to support the assessment criteria for each year group. It is also essential that writing is linked to the topic being covered to deepen the children's learning and vocabulary. Cross-curricular links would be expected within at least 50% of the writing published.

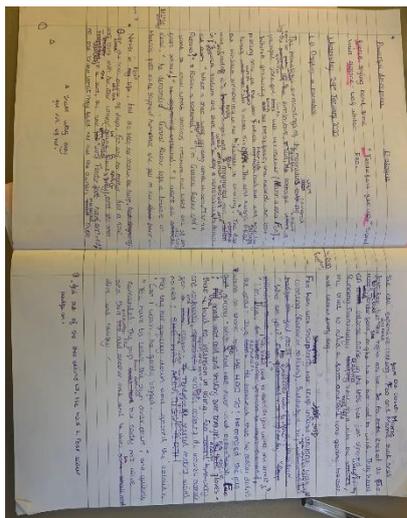
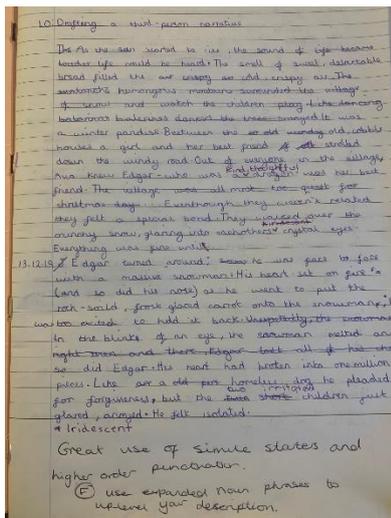


LKS2

Year 3: use number in margin for children
Year 4: withdraw numbers and use just a comment at the bottom 'great use of adjectives. Can you go back and add some inverted commas to your speech?'

UPKS2

Comment in box – encourage independent editing.



Impact

We believe Literacy is an essential and fundamental skill which evidently contributes to personal and social development. Competence in English will enable children to communicate effectively at home, at school and in the wider world and leads to improved life opportunities. Therefore, at Clifton, we believe our children should be given every opportunity possible to develop their reading, writing and speaking and listening skills that they may cultivate the tools necessary to succeed in future years.

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the writing journey being well established and taught thoroughly in both key stages, children are becoming more confident writers and by the time they are in upper Key Stage 2,

most genres of writing are familiar to them and the teaching can focus on creativity, writer's craft, sustained writing and manipulation of grammar and punctuation skills. It is important that:

- Pupils enjoy reading regularly, for information and for enjoyment/pleasure.
- Pupils discuss books with excitement and interest.
- Pupils enjoy writing and use the features of different genres and styles. They can write for different purposes and audiences.
- Pupils are proud of their writing.
- Pupils know that others value their writing; they see it on display, used as WAGOLs, made into class books etc.
- Skills progress (grammar and punctuation) throughout the school is evident in children's books.
- Pupils are being adventurous with vocabulary choices

Safeguarding, Inclusion and Equal Opportunities:

At Clifton we have high aspirations and expectations for all children. Children learn and thrive when they are healthy, safe and engaged. In all subjects we are committed to safeguarding children and as such we maintain an ethos where children feel safe, encouraged to talk and are listened to. We ensure that children know they can approach and talk to adults if they are worried or in difficulty. We support children with their emotional wellbeing and health, recognising that subjects may sometimes be sensitive for children. Clifton Primary believes in inclusion and equal opportunities meaning that all children should have access to a broad and balanced curriculum, including English, which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

As per the Equality Act 2010, it is the responsibility of all teachers to ensure that all children irrespective of SEN, gender, ethnicity, social circumstance and ability (including gifted and able children), have access to the curriculum and make the greatest progress possible.

Review:

This policy will be reviewed annually by the English curriculum leader.