

Caldecote Community Primary School



English Policy

'Care, Challenge, Persevere, Succeed – We Are Caldecote.'
2024-2025

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Introduction

This policy needs to be read alongside other school policies, including:

- Teaching and Learning Policy
- Assessment Policy
- Marking and Feedback Policy
- Homework Policy
- Early Years Foundation Stage Policy
- Special Educational Needs and Disability Policy
- Equal Opportunities Policy

This policy also should be read alongside the National Curriculum in England and relevant documents from the Standards and Testing Agency.

Our English curriculum overview, long-term and short-term planning can help to support this policy, in addition to the ALS Phonics programme and relevant guidance for shared and guided reading.

Rationale

The National Curriculum clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

We know that we have a duty to ensure that English teaching is a priority, and we recognise that this can be done across all curriculum areas throughout school life and beyond. It is the key part of an introduction to the essential knowledge that they (pupils) will need to be educated citizens.

We follow the National Curriculum and teach objectives as stated in English programmes of study and attainments targets for Spoken Language, Reading and Writing specified for years 1 – 6.

1. English - aims and objectives

‘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. The national curriculum for English aims 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 demonstrating to others and participating in debate.’ (Page 13, the 2014 Primary National Curriculum in England)

1.1 Spoken Language

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’ (p10). They should:

- Justify ideas with reasons.
- Ask questions to check understanding.
- Develop vocabulary and build knowledge.
- Negotiate.
- Evaluate and build on the ideas of others.
- Select the appropriate register for effective communication.
- Give well-structured descriptions and explanations.
- Speculate, hypothesise and explore ideas.
- Organise their ideas prior to writing.

Our aims and curriculum provision

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach children to express themselves orally in an appropriate way, matching their style and response to audience and purpose, listening and responding to literature, giving and receiving instructions. Children develop the skills of participating effectively in group discussions and working with their learning partners. Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability.
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate.
- Modelling language through high quality interactions with children.
- Guided reading and shared reading.
- School plays.
- Class debates.
- Events within the community.
- Talk/learning partners.
- A range of teaching and learning strategies.
- PSHE sessions.
- Pupil Voice.

1.2 Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it ‘pupils have a chance to develop culturally, emotionally,

intellectually, socially and spiritually' (p13). Reading allows pupils to 'acquire knowledge' and to 'build on what they already know' (p13).

The National Curriculum divides reading skills into two dimensions:

- Word reading/decoding.
- Comprehension.

We recognise that both elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it. Reading is prioritised across the school to allow pupils to access the full curriculum.

Our aims and curriculum provision

Pupils learn to read easily and fluently through:

- Daily phonics sessions using ALS Phonics in EYFS and KS1.
- High frequency words and common exception words.
- Books that match the children's phonic knowledge.
- Phonic booster groups for pupils identified as not meeting required expectations.
- Reading coaching or 1:1 phonic intervention.
- Reading recovery.
- Guided reading in all Key Stages.
- Shared reading in all Key Stages.
- Class story reading in all Key Stages.
- Incentives to read at home, including parental support.

We have invested in decodable books that match our phonic programme – ALS Phonics. We place the sharp focus on ensuring that our Reception, KS1 and pupils new to English gain secure phonics knowledge and the language comprehension necessary to read and communicate. Communication skills and vocabulary are very important and are planned for within our curriculum so that pupils can access age related curriculum in all subjects.

Reading skills and love of reading are developed through shared and guided reading with clear structure and expectations defined in the school's English curriculum. The Reading curriculum also enables continuous evaluation of reading attainment, identifying weaker readers and addressing gaps quickly and effectively so that all pupils are able to read at age related expectations, access the full curriculum and achieve highly.

Pupils are encouraged to read widely, through our use of differing class texts and high-quality books in classrooms.

1.3 Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length.
- Use accurate spelling and punctuation.
- Be grammatically correct.

- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations.
- Write to support their understanding and consolidation of what they have heard or read.

The National Curriculum divides writing skills into three dimensions:

- Transcription (spelling and handwriting).
- Composition (articulating ideas in speech and writing).
- Vocabulary, grammar and punctuation

We recognise that these elements are essential to success and we support the acquisition of the relevant sets of skills through high quality of teaching and learning.

Our aims and curriculum provision

- We use high quality texts, including fiction, non-fiction and poetry, modelling and shared and collaborative writing to enable high level of engagement, interest and progress. We explore excellence through looking at and analysing good and not so good examples of writing across text types and genres.
- We have developed a teaching and learning sequence approach to teaching and learning writing with a cold task, pre-teach analysis and relevant planning to meet pupils' needs. This approach is underpinned by summative assessment, ongoing assessment for learning, including high quality interactions between teachers and pupils in daily lessons over a period of time to ensure pupil progress.
- We teach grammar in a context of literacy units and as a separate lesson where necessary. Grammatical misconceptions and gaps are identified and promptly addressed.
- We revisit key learning (practised knowledge) and expand pupils' knowledge (new knowledge) building on what they already know so that they can use acquired knowledge across all subjects.
- We teach pupils to self-assess and/or collaboratively improve their writing with a peer within lessons.
- We give timely feedback to pupils so that improvements can be made within lessons and progress secured over period of time.
- We address identified misconceptions and gaps in pupils' learning and provide them with relevant practice so that they can build on what they already know and retain new knowledge, understanding and skills in their long-term memory.
- We use formative assessment strategies to plan for progression from pupils' starting points and meet their needs in daily lessons.
- We follow Nelson Handwriting scheme; we encourage joined handwriting to support spelling and speed.
- We provide support for pupils with learning and motor skills difficulties.
- We ensure that children use and apply their writing skills and develop their writing stamina across all subjects through cross-curricular writing.

1.4 Vocabulary Development

The National Curriculum makes clear that learning new vocabulary is the key to 'learning and progress across the whole curriculum' (p11) since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Teachers must explicitly teach new vocabulary. New vocabulary must be taught in relevant contexts.

Vocabulary teaching needs to be:

- Active.
- Progressive/systematic.
- Making links from known words.
- Develop understanding of shades of meaning.
- Include 'instruction verbs' used in examinations.
- Subject specific - accurate mathematical and scientific words.

Our aims and curriculum provision:

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Internalising a challenging vocabulary i.e. words that children do not normally use in their everyday language.
- Using internalised vocabulary in their own writing.
- Spelling lists and key words matching pupils' needs.
- Display and use of key words linked to topics and subjects.
- Using the correct vocabulary orally.
- In-depth word based activities looking at patterns.
- Using reading strategies to identify meaning.
- Using dictionaries, thesaurus and similar programmes.

2. Planning and Assessment

2.1 Planning:

We developed and use a highly effective teaching and learning sequence approach to teaching and learning writing, including pre-teach analysis and planning of objectives and tasks that meet pupils' needs and designed to support their progress. All teachers are expected to follow this sequence. Before planning specific learning objectives, all teachers need to collect evidence of prior pupils' learning through a cold write and pre-teach analysis. The template of our teaching and learning sequence can be found in Appendix 1.

Daily lessons are developed based on pre-teach analysis of what pupils already know, identified gaps and age related expectations. Learning objectives for each teaching and learning sequence and its pace should be adjusted to meet pupils' needs and enable them to make progress from their starting points and meet age-related expectations.

Our English curriculum reflects our school values, context and ethos. It is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the

knowledge and cultural capital they need to succeed in life. English curriculum is organised in a logical and progressive way so that new knowledge and skills build on what pupils already know and leads towards clearly defined end points in each year group and key stages.

2.2 Assessment

Teachers use summative assessment data and formative assessment strategies to assess pupils' learning in daily lessons so that pupils' needs are met consistently to enable their progress.

Cold writing task before each unit is used to analyse the gaps and to plan for progression within a specific text type and genre as well as for developing generic writing skills.

Summative assessment of writing is based on using APP with relevant attainment targets for each year group as stated in the National Curriculum, English Programmes of study.

Assessments are tracked, analysed and moderated termly across the school. Teachers attend moderation sessions within the LEA.

End of Year group and end of Key stages assessments, including work scrutinies are analysed by leaders and are used for relevant development plans, target setting and performance management of staff.

Specific end of year targets for each area of English are set for each pupil at the beginning of the school year. These targets are discussed in detail and agreed with teachers. Termly pupil progress meetings review achievement and progress against end of year targets in all aspects of English.

3. Specific groups

Our English curriculum reflects the school's local context with the majority of pupils starting school well below age related expectations. We aim to accelerate the learning progress of the most disadvantaged and vulnerable pupils in order to diminish the difference in achievement between them and their peers. The English curriculum also makes provision to enable pupils to work at greater depth within age related expectations through consistently and effectively meeting all pupils' needs and building on what they already know.

Pupils entitled to Pupil Premium are given additional support, if required, and this is monitored for effectiveness termly. Pupils for whom English is an additional language are supported, if required.

Leaders and teachers ensure that the school's English curriculum is accessible to all pupils and is not reduced for any groups of learners, especially for pupils with SEND. Leaders ensure that pupils' needs are identified, analysed and met in daily lessons and any extra-curricular activities or educational trips. To enable pupils with SEND needs to make accelerated progress, special intervention programmes are designed by leaders and teachers. For example, reading recovery, phonics booster and reading coaching intervention programmes.

4. Professional development

Literacy leaders use their expertise to support and develop staff in order to ensure consistency of high-quality teaching and learning across the school. We use a coaching,

hands-on approach in developing staff. We share good and outstanding practice across the school.

As part of our rigorous monitoring system, teachers are given constructive feedback, relevant professional development and support.

Review

This policy will be reviewed every year and revised in the light of any new legislation or school development stage.

Policy to be reviewed: September 2025

Appendix 1

Literacy Teaching and Learning Sequence KS1 - KS2

Sequence 2 weeks	Learning Objectives	What I am going to focus on?	Possible outcomes in books
Cold task 10/15 min session Part of lesson 1	Introduce genre and text type and set a task	1. Give describe a specific (must be familiar context) 2. Teacher models thought process – to activate pupils’ age-related prior knowledge on generic writing skills 3. Give children 10-15 mins to write	Writing analysed by a teacher Individual/ group targets set Prior knowledge gaps identified No marking Discuss with year group and use for your planning sequence
Text Familiarisation/Capturing ideas/theme 1 lesson	To explore language features and structure	Shared reading Define genre and text type Teacher to introduce children to structure and language features specific to the genre and text type	None No written work Promote appreciation of the quality of writing for a specific audience and purpose
Input and Practice 6 lessons	1. LO 1 2. LO 2 3. LO 3 2 OR 3 objectives	LO clearly taught modelled and practised Evidence of progress Prior gaps, spelling, letter formation, sentence structure, punctuation and grammar – identified and addressed	Daily written evidence of objectives, practice and progress in the context of genre taught Gaps - specific 1 or 2 at a time – special target special motivating feedback/discussion with a teacher and follow up

<p>Generating ideas on the context of writing and plan</p> <p>½ or 1 lesson</p>	<p>Develop the contextual knowledge for specific writing</p> <p>Focus on purpose and audience and specific vocabulary for specific text type</p>	<p>Teachers will use the most effective interactions to generate ideas for writing and guide vocabulary choice and reasons for such choices, for example, I want my reader to...</p> <p>Strong link to audience and purpose</p>	<p>Whole class map of ideas, vocabulary choices and reference to relevant context, audience and purpose</p>
<p>Writing</p> <p>Edit and evaluate</p> <p>1-2 lessons</p>	<p>Model using planning and writing <u>in parts</u></p> <p>Strong links to audience, purpose and specific effect on the reader</p> <p>Model editing and evaluate choices and ‘fit for purpose’</p> <p>Focus on accuracy and appropriateness of grammar and vocabulary for specific purpose and audience</p>	<p>Emphasis on purpose and audience</p> <p>Refer to a good example / teacher’s model</p> <p>Model thinking or thought process behind choices of vocabulary, sentences</p> <p>Use metacognitive strategies</p> <p>Edit/evaluate</p> <p>Responsive to children’s performance quality writing</p>	<p>Less is more</p> <p>Quality not quantity</p> <p>Accuracy with age related basic writing skills – handwriting (letter formation, size), spelling, sentences structure, punctuation (Super 6)</p>

Appendix 2

Appendix 3