

English Policy



Enhance
Cultural
Experiences

Healthy Mind,
Healthy Body

Enquiring
Minds

Universal
Respect and
Understanding

Resilience and
Independence

Location,
Location,
Location

Curriculum Statement

English is key to ensuring children have the best possible opportunities presented in their life. We aim to ensure that our children leave Richard Durning's with a high level of literacy skills so that children enjoy and thrive on a love of reading and writing and are well prepared for their next stage of education. Through English, pupils have a change to develop culturally, emotionally, intellectually, socially and spiritually.

Intent

At Richard Durning's School we intend for children to be a 'Primary Literate Pupil':

- To ensure all children enjoy reading and writing and become confident in their own ability of both.
- To be able to show resilience in all aspects of English.
- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- Have an interest in books and read for enjoyment.
- Have an interest in words, their meaning, developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres; be able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- To orally present their point of view with confidence and clarity.
- To have an excellent understanding of English grammar and be able to apply it in their own writing.
- Appreciate the value of a rich and varied literary heritage.
- Remember key knowledge and skills by repeating and revisiting concepts on a regular basis so that children are able to embed these into long term memory.

Implementation

- The EYFS curriculum provides the starting point for all English knowledge and skills. The outdoor environment supplements the indoor classroom and learning within English.
- We teach English daily for approximately an hour and a half.
- "I Am a Clever Writer" supports the planning and progression of all writing skills.

- Children are given clear success criteria so they know the fundamental aspects needed for their piece of writing.
- Within the lessons all aspects of the success criteria are taught and practised.
- Children reflect against their success criteria to check whether they have included all aspects in their work. Teachers also use their check list for marking. Next steps are given to indicate ways the child can improve. Green highlighters are used to indicate growth - areas for editing and improving; pink highlighters are used to show success. The marking policy explains this in further detail.
- High level grammar vocabulary is used within the lessons so that the children can use and understand grammar terms.
- Children need to write for a purpose. This may be for a special reason, for example, persuasive writing linked to Business and Enterprise Week, or a current world topic. The majority of their writing will be based upon a class book, with which they are familiar; this means they have a wealth of content and familiar ideas as a foundation for their work.
- Within each lesson a range of strategies are used for example, discussion, use of whiteboards, drama, debate and computers.
- Each lesson is inclusive to allow different abilities to make the maximum progress.
- Each classroom has an English working wall which reinforces the week's learning.
- Homework is given in accordance with the homework policy to reinforce concepts covered in lessons.
- Parents are supported in knowing how to help their child through annual class workshops at the beginning of the academic year.
- Repeat fundamental skills to ensure that they are embedded within long term memory. Teachers follow the medium term plan for text types so that skills can be built upon as well as practised to show progression.

Writing:

- Grammar work is part of each lesson.
- All work is expected to adhere to the Handwriting and Presentation Policy. All writing is "best" writing.
- Teachers keep to the agreed medium term planning to ensure all text types are covered and repeated as necessary.
- Teachers use the best resource which meets the children's needs.
- Work is marked in green pen. Children correct errors and regularly self-evaluate and self-edit their work. Response partners are also used regularly to further improve their work.
- Next steps marking (verbal or written after success criteria) is given so that children can fully understand their misconceptions and able to correct their work.

- Correct English vocabulary is promoted and shared at all opportunities.
- Dictionaries and thesauruses are regularly used within the lesson and we encourage the children to do this independently.
- Each new text type follows the full process of writing: critically evaluating - text examples, creating a success criteria, modelled writing by the teacher, a range of independent examples, editing and improving throughout, with a final "star" write.
- The children's Star Write is their final piece of edited writing after a block of unit. This will be used for assessment purposes and should reflect the child's independent writing.
- We use writing assessment grids linked to IACW and these are updated after each block of work and then summative assessment judgement at the end of each term.
- Children are introduced to the use of the purple pen in KS1 to edit and improve their work. This is further developed in KS2 where the children are expected to confidently be able to edit their work to show improvement and progression.

Reading:

- Within each classroom there is a visible promotion of reading - fiction and non-fiction linked to topics.
- Children are encouraged to use the school library on a regular basis through free choice and library club.
- All children participate in guided reading sessions daily with a clear focus on high development of comprehension skills.
- Daily reading is promoted by giving children a silent reading time at some point in the day.
- All children have a "buddy reading" time where older children are paired with younger ones to help them learn to read and to develop a love of reading and special "Curl Up with a Book" sessions.
- Teachers read aloud regularly to their class using a class novel.
- Reading is promoted throughout the year with participation in events such as World Book Day and Roald Dahl day.
- Parents are encouraged to ensure that their child reads daily at home. A reading reward system is in place to celebrate the family commitment to reading.

Phonics and Spelling:

- Phonics is taught daily in Reception and Year One.
- We follow Essential Letters and Sounds Scheme of work.
- Spellings are given out weekly in all classes and a spelling test is given weekly.
- Children are encouraged to use a wide variety of spelling strategies (based on No Nonsense Spelling) to aid their learning.
- Spelling practice time is given in KS2 classes a number of times a week.

Impact

Our English curriculum is high quality, well thought out and is planned to demonstrate progression. In addition, we measure the impact of our curriculum through the following methods:

- Within each lesson, teachers continually assess and move children's learning on so that they make the best progress. This is indicated within children's books.
- Teachers assess the children's knowledge and skills both in reading and writing against a clearly progressed set of end of year expectations. This knowledge has direct impact on future teaching and plans.
- Careful tracking of children's ability and progress is in place to ensure all children make the best progress and attainment across school.
- A reflection on standards achieved against the planned outcomes;
- Pupil discussions about their learning; which includes discussion of their thoughts, ideas, processing and evaluations of work
- Summative assessment is completed at the end of each unit to inform leaders of the skills that have been acquired and the next steps of learning needed.
- English is monitored throughout all year groups using a variety of strategies such as work scrutiny, lesson observations and pupil/staff voice.
- Children are prepared with skills that are transferable into future work life
- A whole school phonics assessment is carried out on the pupils. Any gaps, which are highlighted, are addressed by each class teacher.

Additional Information

- All children have a right to access the curriculum. Teachers modify their plans and lessons appropriately for each child's individual needs.
- We have a governor with responsibility for English, Mrs Hales. Regular reports are given to full governors.

This policy was approved by Governors February 2023. It is due for renewal February 2025.