

# English



## *Intent*

We aim for excellence in English achievement throughout the school. We aim to develop pupils' abilities in Speaking and Listening (Spoken Language), Reading and 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 skills in other curriculum areas. Our thematic curriculum enables pupils to develop English skills throughout the school day.

Pupils at Holdbrook 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 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.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Communication and Language and

Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2020).

### *Implementation*

#### **Key Stage 1**

In Key Stage 1 there are daily discrete phonics lessons, children also have English lessons with an emphasis on real texts. These lessons include handwriting, spelling and grammar elements. Children take part in both guided and individual reading sessions and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, adapted class teaching and targeted teaching groups in English and reading comprehension sessions. Children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds.

#### **Key Stage 2**

In Key Stage 2 children have daily English lessons with an emphasis on real texts, including handwriting, spelling, grammar and whole class reading. Children are heard individually where needed. They are able to access online programmes to practise their reading skills. The

### *Impact*

The impact on our children is clear: progress, sustained learning and transferrable skills. With the implementation of the reading and writing journey becoming well established and taught thoroughly in both key stages, children are becoming more confident readers and 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 and fluency, expression and comprehension in reading.

Termly assessment will show that most children at Holdbrook are achieving in Literacy at age-related expectations. Each year we aim to have more children achieving at a greater depth in reading and writing at the end of EYFS, KS1 and KS2. As all aspects of English are an integral part of the curriculum, cross curricular writing standards will also improve and skills taught in the English lesson will be transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. Impact is measured through pupil progress meetings, ongoing book

class teacher undertakes daily reading aloud of a class novel. English skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes and adapted class teaching. Children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of fiction, non-fiction and poetic texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

See English policy for further detail

scrutinies, learning walks and pupil and teacher voice. The Governing Body receives regular reports on the progress of English provision and visits classes to keep abreast of classroom practice.

### *Assessment*

Work will be assessed in line with the Assessment Policy. At Holdbrook we use our own Assessment materials to support our summative assessment in English. Reading and Writing is formally assessed each term, to monitor and track pupil's attainment and progress. Pupil attainment and progress meetings are held on a termly basis where each child's progress in English is discussed and monitored.

Pupil progress is reported annually to parents in their child's school report and at termly parents' evenings.

SATS are carried out following the statutory guidance provided and SATs results are published in accordance with Government legislation.

Phonics Screening Checks are carried out following the statutory guidance in Year 1 and retakes in Year 2 for children who didn't pass in Year 1.

In EYFS children are assessed against the Listening, Attention and Learning,

Speaking, Comprehension, Word Reading and Writing aspects of learning.

Children in RWI Phonics are assessed half termly and grouped according to ability.

### *Monitoring*

The Subject Leader is responsible for improving the standards of teaching and learning in English.

They are responsible for:

- The curriculum content and progression within English;
- Monitoring and evaluating English:
  - pupil progress
  - marking and planning
  - curriculum coverage
  - provision of Literacy
  - the quality of the Learning Environment,
- Supporting colleagues with the planning, implementation and assessment in English
- Auditing and supporting colleagues in their CPD,
- Purchasing and the deployment of central resources.
- Monitoring and evaluating the progress in English and take action to drive improvement in English.
- Policy development,
- Keeping up to date with recent English developments.
- Ensure a range of enrichment opportunities are provided to inspire children's learning.

### *Marking & Feedback*

Short Term Planning and evaluation is carried out by the class teacher on a weekly basis. English is planned, wherever possible and relevant, to enhance and reinforce learning in other subjects. Evaluation is carried out on an ongoing basis and any necessary adjustments made in order to update planning for future learning. This is referenced in more detail in our teaching and learning policy.

Feedback is ongoing and can be verbal or through next steps marking. Teachers use the codes as specified on the Marking Policy.

E.g. Trips, workshops, after school clubs, themed weeks, special projects etc...

- Liaising with appropriate bodies such as: local schools, governors, the local authority with matters to do with English.

### EYFS

In the Foundation Stage children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate

In Nursery children learn Phase 1 phonics and are encouraged to develop their speaking and listening skills through play. In the summer term they are introduced to single sounds and blending in preparation for Reception. A range of pre writing adult and child initiated activities are provided throughout the year.

In Reception children have daily discrete phonics lessons. They are provided with emergent writing experiences as their writing skills develop. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child-initiated activities.

In both year groups there is a weekly core text with language rich activities planned around it supported by the use of Supersonic Phonics Listening and Attention activities. There are writing stations and book areas inside and outside both classrooms which support and promote literacy .