



St Michael's C E Primary

Curriculum Policy:

ENGLISH

"We are the seeds. Our school is the good ground which provides everyone with all they need to grow and achieve." (Our children)

St Michael's is a Church of England Primary School built on distinctive Christian Values at the very heart of its community.

We will provide:

- a welcoming, inclusive school with strong relationships across our community, that celebrates diversity;
- excellent teaching with a nurturing approach, guiding first steps to next steps;
- an inspirational and challenging curriculum which ignites curiosity, encourages resilience and grows confidence so children become lifelong learners;
- a happy, safe and stimulating environment in which children can achieve their full potential;

So that our children will flourish in all they do and become good citizens

"And some seed fell on good ground. This seed grew and made 100 times more grain." (Luke 8:8)

Respect, Persevere, Achieve

English

To be read alongside school's Curriculum Aims, Teaching and Learning Policy, Phonics Policy and Assessment and Feedback Policy

Intent

At St Michael's CE Primary School, we know that English has a pre-eminent place in education and in society. We strive to produce children who are fully literate and articulate, and are prepared for their secondary education and later life. A high quality education in English teaches our pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils are given a chance to develop culturally, emotionally, intellectually, socially and spiritually whilst also making purposeful links to other areas of the learning across the curriculum to enable pupils to deepen their knowledge.

Literature, especially, plays a key role in such development and we ensure that our children are exposed to a wide range of high-quality books throughout their time at our school. Through engaging lessons, we aim to foster a love of literacy and language and an enjoyment of learning. We challenge children of all abilities and ensure they make good progress in all areas of the English National Curriculum. They are encouraged to develop the skills of perseverance and resilience. We celebrate children's hard work and effort, as well as their success. They are encouraged to revisit their work, making changes and developing their ideas to ensure they achieve their best.

The school 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 through exposure to a wide range of high quality literature.
- 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.

Our aims will be met by providing the pupils with a structured approach to teaching literacy skills and providing them with a wide range of literate experiences through a range of topics across the curriculum.

Our aims will be met by providing the pupils with a structured approach to teaching literacy skills and providing them with a wide range of literate experiences through a range of topics across the curriculum.

Implementation

At St Michael's CE Primary School, we recognise that literacy skills are a key component for all learning and therefore English is always a key priority in our school. We follow the Early Years Statutory Guidance and the National Curriculum 2014 when planning all our learning opportunities. The English curriculum at St Michael's CE Primary School is delivered within a stimulating, attractive environment, where a range of teaching styles are used to promote quality learning and children are motivated to achieve success. English is taught in a variety of ways including:

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanation
- Targeted questioning
- Initiating and guiding exploration
- Discussing and challenging ideas generated by the children
- Listening and responding to children in a sensitive and supporting manner, discussing and evaluating children's successes.

In addition, with specific reference to English, teachers will:

- plan for well-paced lessons which drive learning forward, using quality texts for teaching as their basis
- consider the opportunities for developing English skills across the curriculum
- be mindful of the literacy needs of the child in all subject areas, and differentiate questions and activities to allow all children access.

All children in our school will have full access to English on a daily basis.

Foundation Stage

At St Michael's CE Primary School in Foundation Stage we plan from the Early Years Foundation Stage Curriculum (EYFS). On entry judgements are made against the Development Matters bands to identify each child's starting point and ensure teaching and learning meets the needs of all. A mixture of child initiated planning and accurate assessment for learning, ensures an exciting and hands on cross curricular approach to enable children to make good progress.

Phonics is taught daily in ability groups, based on the needs of children. The children follow a structured phonics programme: Read, Write, Inc. Teaching and learning combines reading, spelling, handwriting and spoken language (see separate Phonics policy). Shared and modelled reading, plus regular story time, fosters a love of books. Writing is promoted across the curriculum using both the inside and outside learning environments. In Reception, children receive a daily English lesson where they build upon their emerging literacy skills through some focused whole class teaching, group work and individual tasks.

Key Stage 1

In Years 1 and 2 children develop their reading, writing speaking and listening skills as they work towards the end of Key Stage 1 standards. Pupils continue to build their knowledge of phonics using the Read, Write, Inc programme in order to develop their reading skills as well as continuing to build upon their recognition of the common exception words. Pupils engage with a wide range of text types and develop their love of reading and begin to apply VIPERS strategies to develop their vocabulary knowledge and comprehension. Through their daily English lesson pupils also begin to develop their writing skills. Pupils write for a range of purposes and audiences using some increasingly varied grammar. Spelling and handwriting are a focus as we aim to embed all the basic skills necessary for children to meet the expected standards in literacy for the end of the key stage.

Key Stage 2

In Key Stage 2 children build upon their previous learning. Children learning to read increasingly complex texts developing their comprehension skills by using VIPERS strategies to develop their vocabulary knowledge and comprehension – with an increased emphasis on the development of inference skills in Years 5 and 6. Children engage with a range of genres exploring writer techniques and their impact on the reader. Through their daily English lessons pupils learn to use an increasingly sophisticated range of sentence structures and grammar in their writing coupled with some advanced punctuation. Spelling and handwriting continue to be a keen focus as pupils learn to employ a growing range of spelling patterns and rules with increased accuracy. Children build up their composition skills writing more refined texts and using editing skills to improve them further as they work towards the standards expected in order to be secondary ready.

Reading

Our Reading provision aims to equip pupils with the skills and knowledge necessary to read fluently and confidently while developing a love of reading that allows pupils to draw on knowledge of the world around them. At St Michael's CE Primary School, we actively encourage reading for pleasure

and recognise it as a core part of every child's education, regardless of their background or attainment. We make reading a key part of our curriculum and expose pupils to a wide range of texts in a variety of different situations. We take the view that extensive reading and exposure to a wide range of texts makes a vital contribution to every child's educational achievement. Reading for pleasure aims to establish each child as a lifetime reader. Studies emphasise the importance of reading for pleasure for both educational as well as personal development. They show that promoting reading can have a major impact on children, their future and their life chances. We recognise the importance of our teachers championing reading and modelling themselves as readers to our pupils. Each half-term, children read at least one text from The Power of Reading (CLPE), a range of poetry and a range of Reading for Pleasure texts at the end of the day.

Reading for Pleasure is further developed through:

- Regular reading aloud time and sharing of books.
- A wide range of literature being promoted by teachers.
- High quality reading displays and reading areas.
- Class novels used as a basis for English lessons where appropriate.
- Regular opportunities for pupils to read self-chosen books silently.
- Whole School Book Days/Weeks and celebration of national book events.
- Home challenges linked to reading.
- Whole School Assemblies where teachers share high-quality books with children.

Writing

Our Writing provision aims to equip pupils with the skills and necessary to become confident writers who can form, articulate and communicate their ideas effectively. At St Michael's CE Primary School there is a whole school overview to support staff in planning for writing progression. This guidance is used alongside the National Curriculum Key Performance Indicators.

Vocabulary

At St Michael's CE Primary School, we recognise the importance of developing our pupils' receptive and expressive vocabulary. In English lessons, children are taught a range of Tier 2 vocabulary to enhance both their comprehension skills but also their ability to craft and shape their own writing to have a specific impact on their audience. Across other subjects in the curriculum, children are taught a wide range of subject specific Tier 3 vocabulary which enables them to deepen their knowledge and understanding of a wide range of topics.

Handwriting

At St Michael's CE Primary School, we recognise that in handwriting, as in other skills, children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the school, and that all staff consider themselves to be teachers of handwriting, with a clear understanding of the progression of skills, and of how to remedy errors.

From Reception children are taught to form their letters in RWinc lessons. This continues in Year 1 with a shift of emphasis to letter formation families (curly caterpillars, one-armed robots etc). By the

end of Year 2 it is the aim that children will be joining their handwriting; words written in one set of movements, without the pen being taken off the paper, helps the motor memory store spellings and the continuous flow of writing ultimately improves speed and fluency. Throughout Key Stage 2 pupils should be encouraged to develop a fluent and consistent style. When pupils have demonstrated this to a high standard, they are rewarded with their pen licence. In Year 2 and Key Stage 2 children follow the Nelson Thorne handwriting programme to develop their handwriting.

Spelling

At St Michael's CE Primary School children's phonological awareness and spelling strategies are assessed regularly to inform teaching. Dedicated time is allocated for teaching and investigating spelling during English lessons. Children are encouraged to practice their spellings at homework and are given tasks to support their learning in class. We have started to implement the Rising Stars Spelling programme in order to ensure that children cover all the spelling requirements of the National Curriculum in a logical order. At the end of the academic year, children are tested using the HAST Assessment as a means of diagnosing areas of focus and measuring progress.

Assessment

At St Michael's CE Primary School, we assess the children's work in English by making continual formative judgements as we observe the children during lessons and from their books giving them regular written and oral feedback in accordance with our Feedback Policy. Children are given regular low-stake assessments to enable teachers to assess their knowledge and understanding as well as being exposed to high quality and in-depth questioning during their English lessons. Pupils are given opportunities to revisit their prior learning in a variety of different contexts to enable teachers to make judgements on their attainment in English. In addition to this, teacher assessment of pupil attainment is also carried out. Teachers use the National Curriculum Key Performance Indicator statements to determine whether a pupil is working towards, meeting or exceeding the expected standard in Reading and Writing.

Spiritual Moral Social and Cultural Development

At St Michael's CE Primary School English contributes to our children's SMSC development through developing confidence and expertise in language, which is an important aspect of individual and social identity. We also enable children to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television. At St Michael's CE Primary School, we develop children's awareness of moral and social issues in fiction, journalism, magazines, radio, television and film and also help children to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language. Children are encouraged to express opinions and acknowledge those of others. Children are encouraged to become reflective learners, often reviewing their own and others learning and structuring feedback.

Differentiation

At St Michael's CE Primary School, we aim to encourage all children to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow children to gain a progressively deeper understanding and competency as they move through our school. We provide for the needs of all children through a framework of high quality first teaching which focuses on ensuring the children are challenged appropriately. In addition, we focus on developing their learning behaviours, including, greater reflection, making connections, higher order thinking skills and independent learning. Teachers facilitate this through the use of a range of questioning strategies, quality modelling of reading and writing and appropriate use of scaffolding to enable and challenge learners. Regular and purposeful feedback from class teachers enable pupils to further consolidate their learning and make additional progress.

SEND/Inclusion

Children who are identified as being on the SEND register will be given support as identified on their Individual Support Plan. A variety of support materials and intervention programmes such as 'Black Sheep' and 'Write from the Start' are available. Children are supported in the first instance through quality first teaching. Lessons will be differentiated in line with the individual needs of the children. All provision for pupils with SEND is in line with the school's SEND policy.

Interventions

Intervention programmes that take place out of the classroom will also be used with targeted children that require further support in their English work. All pupils will have equal rights and access to high quality English teaching. Interventions are evaluated half termly to ensure impact.

Assessment and Feedback

Reading

Pupils will complete the **Star Reader** assessment on **Accelerated Reader** and **Read Write Inc.** These assessments will be used to inform planning and interventions. Children who have significant gaps will receive intervention either from the class teacher or teaching assistant. **Reading Plus** is used in Key Stage 2 to increase fluency of reading for targeted children, and children will complete a termly base line assessment to monitor progress on the programme.

Writing

Teachers will use the expectations for writing from the **National Curriculum** to assess gaps identified in pupil's writing. **Spellings** will be assessed using the **Rising Stars** programme and will be used to inform planning and interventions. Class teachers will assess all children on the Common Exception Words from previous year groups and ensure that any gaps in spelling knowledge are regularly revisited within lessons and also sent home to practise. Teachers, where possible, will exploit cross-curricular writing opportunities. Class teachers will complete half-termly writing assessments to inform planning and monitor progress in writing; these will be assessed using our school writing

grids and teachers will formulate actions for children not working at the expected standard of their year group.

Teachers will use **formative assessment** as part of their everyday practice to guide and support pupils' learning. **Live marking** will be used to ensure misconceptions are quickly picked up either on an individual basis or as whole class feedback. Modelling techniques such as using visualizers/iPads and working walls may be used to support pupils further. This also helps teachers to diagnose gaps in pupil's learning so they can amend and adapt lessons and planning accordingly. Pupils will be encouraged to check and correct their work against the success criteria.

Evaluative Assessment

Both qualitative and quantitative assessment information will still be used by teachers and senior leaders in school to understand any patterns in attainment and progress and to make strategic decisions as a result. Data is shared with governors and overall school performance is considered.

Careers

At St Michael's all the areas of our curriculum support children's interest and understanding in careers and help to raise aspiration. Reference will be made to why English skills are important for all aspects of the world of work and also which careers rely on the need to use these specific skills.

Monitoring and Evaluation

At St Michael's Primary School the English Coordinator monitors planning and assessments – evaluating weely plans and taking note of annotations, amendments and suggestions made by class teachers. They ensure that the curriculum has been covered and that there are no gaps.

The coordinator takes responsibility for addressing any needs or concerns that arise as a result of this monitoring.

To monitor and evaluate English, the English subject co-ordinator does the following:

- Develops good practice in their classroom.
- Co-ordinates and orders resources and managing the budget.
- Monitors planning and the delivery of the curriculum.
- Works together with colleagues to raise standards.
- Provides stimulus and inspiration.
- Ensures that the policy documents remain useful and current.
- Organises and supports in-service training in line with the SDP.
- Carries out annual audit and action plan.
- Analyses cross school summative assessment data
- Conducts book scrutiny to help improve practice and identify areas for development.

English Overview

September 2020 and then September 2022

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Contemporary Fiction (picture book) <i>We're all wonders</i> – RJ Palacio (Hist/Art) Character descriptions	Non-Fiction <i>Beware of the Crocodile</i> – Martin Jenkins (Sci) Info booklet	Rhyme <i>Commotion in the Ocean</i> – Giles Andrae (Geog/Art) Descriptions	Picture Book <i>Stanley's Stick</i> – Johns Hegley (DT) Instructions	Picture book with rhyme <i>What the ladybird heard</i> – Julia Donaldson Rhymes	Traditional Tale <i>The Gigantic Turnip</i> – Alexsei Tolstoy (PSHE) Care labels and signage
KS1	Poetry <i>Out and about</i> – Shirley Hughes Poetry	Traditional Tale <i>Rapunzel</i> – Bethan Woolvin (PSHE) Alternative fairy tale	Non-fiction <i>Winter Sleep</i> – A hibernation story – Sean Taylor (Sci) – Explanation writing	Picture book <i>How to find gold</i> – Viviane Schwartz (Sci/comp) Retelling in role	Illustrated Novel <i>Anna Hibiscus</i> – Atinuke (Geog) Illustrated storybook	Non-fiction <i>Hummingbird</i> – Nicola Davies (Art) Information Text
LKS2	Non-fiction <i>The Pebble in my pocket</i> – Meredith Hooper (Sci/Art) Information booklet	Poetry <i>Jelly boots smelly boots</i> – Michael Rosen Poetry	Novel <i>Varjak Paw</i> – SF Said (PSHE) Newspaper report	Graphic Novel <i>Mouse, bird, snake, wolf</i> – David Almond Play script of new scene	Picture book <i>Flotsam</i> – David Weisner Persuasive writing	Traditional Tale <i>The Tinderbox</i> – Hans Christian Anderson Write in role
UKS2	Contemporary Novel <i>Cosmic</i> – Frank Cottrell Boyce (Sci) Writing letters	Fantasy <i>The Nowhere Emporium</i> – Ross Mackenzie Narrative - suspense	Novel <i>Rooftoppers</i> – Katherine Rundell Diary writing	Picture Book <i>The Journey</i> – Francesca Sanna (Geog) Writing in Role	Mystery <i>The London Eye Mystery</i> – Siobhan Dowd (Geog) Formal letter	Poetry Collection <i>Cosmic Disco</i> – Grace Nichols Poetry

CLPE <https://clpe.org.uk/>

Literacy Shed + <https://www.literacyshedplus.com/>

One text suggested per half term – will often need supplementing.

A reading for pleasure text may also be used in addition

September 2021 and then 2023

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Picture Book <i>Owl Babies</i> - Martin Wadell (Hist) Letters / notes	Contemporary Fiction <i>The Marvellous Moon Map</i> – Teresa Heapy (PSHE) Instructions	Traditional Tale No dinner! The story of the old woman and the pumpkin – Jessica Souhami (PSHE) Retelling story	Poetry <i>A great big cuddle</i> – Michael Rosen (Art) Poetry	Non-fiction <i>Yucky Worms</i> – Vivian French (Geog) Info booklet	Picture book <i>Bedtime for monsters</i> – Ed Vere (Art) Monster story
KS1	Humorous Novel <i>Claude in the City</i> – Alex T Smith (PSHE) Newspaper report	Poetry <i>Poems to perform</i> – Julia Donaldson Poetry	Non-fiction <i>Moth</i> – Isabel Thomas (Sci) Persuasive text	Extended Picture book <i>The Lonely Beast</i> – Chris Judge (Geog) News report	Novel <i>The Magic Finger</i> – Roald Dahl (Art) Sequel	Picture book <i>Beegu</i> – Alexis Deacon Letter
LKS2	Poetry <i>Werewolf club rules</i> – Joseph Coelho (PSHE) Poetry	Fantasy Story <i>The nothing to see here hotel</i> – Steven Butler Newspaper Articles	Adventure Story <i>The miraculous Journey of Edward Tulane</i> – Kate DiCamillo (Geog) Character Descriptions	Illustrated novel <i>The Wild Robot</i> – Peter Brown (Sci/PSHE) Story Sequel Or <i>Who let the Gods Out</i> – Maz Evans (Hist)	Traditional Tale <i>The Lost Happy Endings</i> – Carol Ann Duffy Writing in Role	Origin Tale <i>How the Stars came to be</i> – Poonam Mistry (Sci) Information text
UKS2	Poetry Collection <i>Dark Sky Park</i> – Philip Gross (Sci) Poetry Also Origin of Species	Fantasy <i>Brightstorm</i> – Vashti Hardy (Art) Diary writing	Picture book <i>Shackleton's Journey</i> – William Grill (Geog) Newspaper report	Non-fiction <i>Hero Twins Against the Lord of Death</i> – Dan Jolley (Hist)	Dystopian Novel <i>The Last Wild</i> – Piers Torday Chapter	Historical Fiction <i>Goodnight Mr Tom</i> – Michelle Magorian (Hist) Explanation