



Emmanuel Holcombe C of E Primary

English Policy

Vision Statement

Jesus came to give us life in all its fullness. Our vision is that through faith, family and friendship, each of us can grow in love and learning, being tolerant, having resilience and developing enquiring minds, so that we can all experience the abundance Jesus came to give us.

Mission statement

In our small, friendly school, everyone respects and cares for one another
In our community, church, home and school we work together to grown in faith and friendship
In our learning we encourage each individual to reach their potential to grow through skills, knowledge and understanding

Intent

At Emmanuel Holcombe CE Primary School, we aim to develop pupils' abilities within an integrated programme of speaking and listening, reading and writing. Pupils will be given opportunities to connect the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills. English will be promoted in all areas of the curriculum.

Implementation

At Emmanuel Holcombe, the Literary Curriculum (Literacy Tree) informs planning. The Literary Curriculum is a complete, thematic approach to the teaching of primary English, that places children's literature at its core. The Literary Curriculum immerses children in a literary world, creating strong levels of engagement to provide meaningful and authentic contexts for primary English.

As they move through school, from pre-school to Year 6, children explore approximately 72 literary texts and encounter a vast variety of diverse and significant authors. Pupils read and write a variety of fiction and non-fiction texts, including recounts, news reports, explanation texts, poems, plays and stories of all kinds. We use drama, role-play, storytelling and discussion to engage the imagination, before moving onto vocabulary exploration, sentence craft and creative writing. All sequences lead to purposeful application for a wide range of audiences across a variety of outcomes.

Our curriculum provides complete coverage of all National Curriculum expectations for writing composition, reading comprehension, grammar, punctuation and vocabulary, as well as coverage of spelling and phonics.

Impact

The impact of our English Curriculum design and delivery is that pupils leave Emmanuel Holcombe with the ability to:

- 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 meanings; 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.
- Achieve and have made excellent progress, (evidenced in national tests.)

Coverage and Depth

At our school, the Literacy Tree texts are mapped out across each Term over a two-year cycle to ensure progression and National Curriculum coverage across all year groups as well as meeting the needs of the statutory 2021 Early Years Framework. Each class has a two-year cycle book map.

Throughout the Early Years and Key Stage 1 children are taught the key principles of reading and writing to lay a solid foundation for developing their skills later on. In writing, an emphasis is placed on developing clear handwriting with 'finger spaces' between in each word. Children are taught to apply their knowledge of phonics to help them spell accurately, and to structure their work, whether it be fiction writing or a set of instructions. Our curriculum teaches the children to add variation and description to their work by developing their vocabulary, including the use of interesting adjectives and adverbs and developing sentence structure using

conjunctions and sentence openers. By the end of Key Stage 1 children have been taught the fundamentals of punctuation and grammar and are developing a love for writing as a lifelong means for communication.

In many cases objectives are covered more than once and children have opportunities to apply these several times over the course of a year, as well as to consolidate prior knowledge from previous years. This approach supports children to think deeply and develop skills with depth. Where needed, planning sequences should be adapted, personalised and differentiated by the school to ensure all access arrangements can be made to support children with the requirements.

Approaches to Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Approaches to reading

We encourage a love of books and of reading by providing a rich reading environment in our classrooms. Throughout the school, teachers read aloud to children on a daily basis in our reading for pleasure timetables sessions. We read a wide range of good quality fiction, non-fiction and poetry. We teach both the word recognition skills needed to decode texts and the language comprehension skills needed to understand what is being read. Word recognition skills are developed systematically in the Foundation Stage and Key Stage 1 through the teaching of synthetic phonics, using the Twinkl Phonics programme in our daily teaching of phonics. We ensure reading books for early readers are fully decodable in line with our phonics scheme and we encourage daily reading at home. Language comprehension skills are developed and deepened through whole class guided reading sessions, from Year 2 to year 6, directly taught activities within the immersion and analysis of texts.

Approaches to writing

We follow the Literacy Tree for writing throughout school. We provide a wide variety of reasons and purposes for writing and in the early years provide many opportunities for child initiated and role-play writing. Teachers regularly model writing in shared and guided writing sessions addressing children's particular targets and areas for development. We also provide regular opportunities for children's writing to be shared, displayed and celebrated, including our Emmanuel Writing Wall of Fame. Success criteria are generated and shared with children during lessons and reinforced. Language banks are built over a unit of work and used when pupils write their independent pieces (on yellow paper). Feedback relates directly to the success criteria and children are given opportunities to respond to marking and to self-edit in red pen.

Handwriting and spelling

See Handwriting policy

See Phonics policy for EYFS and KS1 spelling.

Spelling is taught through guided reading texts, using the 'Spelling Seeds' planning. Statutory year group spellings are also taught.

Cross-curricular opportunities

Teachers seek to take advantage of opportunities to make cross-curricular links and plan for pupils to practice and apply the skills and knowledge acquired through literacy lessons to other areas of the curriculum.

Use of IT

Opportunities to use ICT to support teaching and learning in Literacy will be planned for and used as appropriate. This will include the reading and use of on-screen text types.

Assessment

Phonics is assessed every 6 weeks in EYFS and KS1 and same-day interventions are implemented as needed. A national phonics screen is completed in June of Year 1 and repeated in Year 2, for those children who do not pass in Year 1.

In reading and grammar, children are assessed three times a year, using NFER tests (from Year 2 to Y6). This data is uploaded to Target Tracker and shared with governors. Children from Reception to Year 2 have individual reading books, Rhino Readers, linked to their phonics level. Secure readers in Year 2 are assessed using PM Benchmark test to ascertain which colour book band they need to be on, which is in addition to their phonic level Rhino Reader book, (which supports the teaching and learning of daily phonics). All children in KS2 are PM benchmarked before moving to the next colour book band.

In Reception, Year 1 and Year 2 children are tested weekly on spellings from the previous week's learning. For Year 1 & 2 this will include 8 focus words and 2 common exception words. In KS2 children learn and are tested on statutory spellings and focus words.

At the end of each text, children complete an independent piece of writing, on yellow paper, in English books. Teachers then use the rate tool on the Literary Curriculum to assess the children against the success criteria for that unit. Teachers use this cumulative data to upload judgements into Target Tracker, three times a year.

Inclusion

All children are supported to access the curriculum at the appropriate level and adaptive strategies are employed to ensure all our pupils fulfil their potential.

Intervention

Interventions are carried out where a group or individual isn't making sufficient progress or has a specific need. The programmes used will depend on the needs of the child/group and will be discussed with the subject leader, SENCO and class teacher. One example is the Twinkl phonics 'Code Breakers' intervention, delivered to KS2 children who are still not secure up to Level 6 in phonics.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Role of the Subject Leader

The Subject Leader should be responsible for improving the standards of teaching and learning in English, by monitoring:

- The design of the curriculum and timetabling
- pupil progress
- provision of Literacy (including Intervention and Support programmes)
- the quality of the Learning Environment
- the deployment and provision of support staff
- Taking the lead in policy development
- Auditing and supporting colleagues in their CPD
- Purchasing and organising resources
- Keeping up to date with recent developments in English and literacy

