



Intent

At Stanford in the Vale CE Primary School we believe that a quality English curriculum should develop children's love of reading, writing and discussion. We recognise the importance of a nurturing culture where children love to read, take pride in their writing and can clearly and accurately adapt their language and style for a range of contexts. We want to inspire children to be confident in the art of speaking and listening and to be able to use discussion to communicate and further their learning.

We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they embark on their learning journey through our school curriculum. This will empower the children with the tools they need to become successful citizens in a global world.

Implementation

The principle of our curriculum is to teach all pupils through a mastery approach. This provides them with the opportunity to keep up with the pace of learning and gaps are addressed immediately. Teaching for mastery means that all pupils are taught together as a whole class through a high quality, inclusive teaching approach.

We ensure that our English teaching and learning provides many purposeful opportunities for reading, writing and discussion. We use a wide variety of experiences, quality texts and resources that motivate and inspire our children. All pupils receive a daily English lesson. We also ensure that the teaching of English knowledge is woven into lessons across the curriculum.

Reading

- ❖ We offer daily phonics teaching in Foundation Stage and Year 1 following our DfE accredited scheme: Twinkl Phonics. This is followed by regular phonics teaching in Year 2 based on the needs of the class at their stage of phonics learning.
- ❖ We use individualised phonics teaching for key children who need support to diminish the difference.
- ❖ Children who are receiving phonics teaching will be provided with a decodable reading book to match their learning. These children will also select a 'pleasure for reading' book to share at home. The 'pleasure for reading' book does not need to match their phonics learning.
- ❖ We offer lots of opportunity for children to read in school with an adult (weekly 1:1 reading in Foundation Stage and Key Stage One and termly 1:1 Reading in Key Stage Two as a minimum). These reading opportunities are to be offered by a range of adults including the class teacher, teaching assistant and parent volunteers.
- ❖ To help diminish the difference, we offer extra 1:1 reading opportunities and use of intervention schemes (Code X, Totom and Talisman or Comprehension Ninja) to support struggling readers.
- ❖ Children receive two taught reading lessons per week, based on using a high-quality text at a level beyond the children's independent reading ability.
- ❖ Teachers create a positive reading culture by sharing of a high-quality text through daily story time.
- ❖ Reading is promoted through well designed reading areas in each class. Books are rotated to keep book areas fresh, appealing and up-to-date with class interests.
- ❖ Reading is celebrated through class discussion and the use of certificates. Classes offer time to recommend and share books that others may enjoy.

Writing



- ❖ We offer 4 writing lessons each week from Year 1-6, including a sustained/creative writing session. Our writing curriculum is based upon using a high-quality text to explore writing knowledge and skills. Grammar teaching is embedded throughout this practise.
- ❖ Within the Foundation Stage, writing is integrated into daily phonics teaching. Writing tasks are introduced at a later stage in the year and is linked to the selected stories for the class.
- ❖ Children have time to reflect on work from the previous session and have time to edit and improve their work based on verbal feedback given. Children use a purple pen throughout Key Stage Two to show their editing.
- ❖ Once children are confident with their phonics learning, they receive 2 taught spelling lessons each week using Twinkl spellings. This follows on from our chosen Phonics scheme.
- ❖ Children receive a taught handwriting session each week using the Twinkl Cursive Handwriting scheme.
- ❖ Children embed their previous learning through the use of non-negotiables. These are a check list of key learning from the year before and used as a prompt to help children transfer and build upon previous learning.
- ❖ Writing is celebrated through class discussion and sharing of high-quality work as well as our Star Writer celebration during a Friday Collective Worship.

Oracy

Oracy is an important part of our curriculum and we offer opportunities to develop their speaking and listening knowledge and skills throughout all areas of learning. For example; in English children are taught, and encouraged, to discuss and debate ideas and themes when reading, share written work aloud and actively listen to other's ideas through shared writing sessions. In PSHE, children are encouraged to discuss ideas and share learning in a respectful manner.

Extra opportunities are also provided across the wider school community:

- ❖ Sharing homework projects 3 times a year.
- ❖ Children plan and deliver class Collective Worships 3 times a year.
- ❖ Children take part in church services.
- ❖ Performances (Christmas, end of year).
- ❖ Children give tours of the school to visitors (Community lunch, children from other schools for example).
- ❖ Children have the opportunity to visit other schools as part of their Community Leader role.
- ❖ Year 5 children visit and entertain residents of the Grange Nursing Home once a week.
- ❖ Year 6 children run the school radio station, Stanford Super Sounds, every lunchtime.

Impact

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the English curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Long term pupils will:

- ❖ be confident in the art of oracy to be able to use discussion to communicate and further their learning.
- ❖ be able to read fluently both for pleasure and as a learning tool.
- ❖ enjoy writing across a range of genres and have the knowledge needed to adapt their writing for a range of audiences and purposes.



- ❖ pupils of all abilities will be able to succeed in all English lessons because work will be appropriately scaffolded to support and challenged to extend.
- ❖ have a wide vocabulary and be adventurous with vocabulary choices when reading.
- ❖ leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- ❖ make good and better progress from their starting points to achieve their full potential.

Assessment in English

Effective assessment involves careful observation, analysis and review by practitioners of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

Daily AfL

- ❖ Teachers are always making assessments regarding the children's learning. This can take place within a lesson, whereby the teacher makes adjustments to scaffold children to help them to achieve and after a lesson to inform the next lesson. Notes are made by the class teacher based on examples of work to praise and share, as well as areas that need addressing; presentation, basic skills errors and further support/misconceptions and next lesson notes. This feedback is shared with the children through the use of a whole class feedback slide to help them to improve and progress with their learning.

On-going, formal assessments

- ❖ Assessment is on a continuous basis, taking into account the children's work throughout the year.
- ❖ Work is monitored by the class teacher, Headteacher / English Subject Leader to assist in planning for future work to meet the needs of the children.
- ❖ A scrutiny of the work of high, medium, low and SEND and G&T groups is carried out across the school. This is discussed at Senior Leadership Team meetings.
- ❖ Summative assessment records are passed to the Headteacher for information and analysis.
- ❖ Twinkl phonics assessment activities are used to match and assess their phonics learning.
- ❖ Children in Year 1 sit their Phonics Screening. Any children who do not receive a pass on this screening will resit in Year 2.
- ❖ End of Key Stage QCA test materials are used by Year 6.
- ❖ Rising Stars SPAG and reading assessments are carried out 3 times a year (past SATs papers are used in Year 2 and Year 6).
- ❖ Teachers meet regularly to moderate examples of work against the national curriculum objectives. This includes in-house moderation as well as working with partnership schools.
- ❖ Teachers use the national curriculum objectives to continually assess children's work. This is carried out using assessment statements created by FLT.

Role of the English Co-ordinator

The role of the English Co-ordinator is to monitor and review progress and standards across the English areas of learning. The English Co-ordinator will also support staff development, alongside the head teacher and outside advisors.

Throughout the year, the English Co-ordinator will:



Stanford in the Vale CE Primary School
English Policy



- ❖ look at examples of work throughout the year. This 'book look' is recorded in the co-ordinator file. Children also have an English Portfolio which contains at least 3 pieces of best work from each year. This helps demonstrate the progression made by children throughout the learning journey.
- ❖ carry out 'drop in' sessions to see English learning in action. This will include looking at planning, talking to teachers/teaching assistants and the children.
- ❖ listen to children read and look at how well our reading curriculum and resources are supporting children to thrive.
- ❖ discuss the standards of English across the school with SLT.
- ❖ support CPD of staff.

Policy Written: February 2024

Next Review February 2025

Clare Webb

English Co-ordinator