

Our school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Children at Reedley learn to become resilient and self-assured in a safe environment where challenge is key. Team Reedley are encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Reedley Primary School Curricular Policy for English



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How Pupils Learn English

The English curriculum aims to develop language skills in four different areas: reading, writing, speaking and listening. The school's aim is that each child should achieve the highest standard, of which he or she is capable, in every aspect of English.

At Reedley, we aim to:

- provide a language rich environment that promotes a culture of communication, reading and writing.
- provide our pupils with a wide experience of literature throughout Reception, Key Stage 1 and Key Stage 2.
- develop in pupils a love of books that will not only support their learning across the curriculum, but also will enrich their lives.
- value and use books as a basis for learning, pleasure, talk and play.
- teach children the craft of writing, including handwriting, in order to develop the confidence and skills to write well for a range of purposes and audiences.
- systematically teach spelling, handwriting, grammar and punctuation to ensure accuracy within creativity.
- foster in pupils the confidence, desire and ability to express their views and opinions both orally and in writing.
- raise the standards of communication, reading and writing so that every child makes at least good or better progress.
- value and celebrate diversity in culture and language.
- tailor the curriculum to meet the needs and interests of our pupils.

Planning the English Curriculum

English is a core subject in the National Curriculum, and we use the *English Programmes of Study: Key Stages 1 and 2 National Curriculum in England (2014)* to provide key learning outcomes in reading and writing. Lancashire County Council theme booklets also include reading and writing outcomes that we tailor to the needs and interests of our children. These are used to create a medium term plan, informing discrete English lessons whilst making links to the curriculum as a whole in order to embed learning.

Consistent planning formats are used in school for the teaching of Guided Reading, Reciprocal Reading and English. Weekly plans list the specific key learning for each lesson and give details of how the lessons are to be delivered. Staff plan, not only for the learning outcome, but how this will be achieved and how learning will be adapted so all children can succeed in the curriculum.

Reading strategies and comprehension are taught through Guided Reading and Reciprocal Reading in addition to English lessons. This enables all children to access age related texts through supportive and demonstrative application of skills whilst becoming active and independent readers

Spelling is taught discretely at least three times a week, using 'No Nonsense Spelling', which provides flexible lesson plans that cover the NC expectations for each year group. Clear progression is evident through the blocks of teaching units across the year.

Training is delivered both in and outside of the classroom by the English Subject Leader to ensure staff are aware of any new teaching strategies and/or initiatives within the National Curriculum.

Classroom Organisation, Time Allocation and Teaching Styles

Daily, one hour English lessons include a grammar, punctuation or spelling session, a flexible, tailored guided input and learning suited to the needs of our children. A variety of quality teaching strategies are used to ensure all learners reach their full potential. There is a balance between teacher modelling, peer discussion/reflection and independent work to scaffold and provide assessment for learning opportunities. Through the different phases within an English unit of work, teachers use shared reading, shared writing, guided writing and Talk for Writing (T4W) where appropriate.

Initial and on-going assessments provide teachers with the information to pitch the level of challenge appropriately for the differing groups and needs within the class. Groupings are flexible as we recognise that children have differing skills in the different areas of the English curriculum.

Guided Reading sessions are on a timetable for the week, which include a pre-read, guided reading session for discussion and follow up work for children to apply learning. The teacher and teaching assistant will work with each group once during the week and will set tasks for them to complete independently or in pairs to consolidate their learning. Questions and tasks are based around the reading domains in line with the National Curriculum and Lancashire County Council. Reciprocal Reading also forms part of the teaching of reading from Year 2 upwards and focuses on developing skills in prediction, questioning, clarifying and summarising.

Teaching Assistants provide appropriate support to individuals or to groups of pupils. Teaching Assistants within Reedley Primary School are viewed as an important asset to the school and, as such, are appropriately involved in the planning and delivery of the English curriculum. Their knowledge, skills and understanding are constantly updated through involvement in school-based and external professional development.

Resources

There are a range of resources to support the teaching and learning of English across the school, including strategies from school professional development. Teachers are encouraged to use specific and relevant resources to enrich and support the learning in their English lessons. ICT resources and specific programs are available to support learning (for example, Nessy, Spag.com, Purple Mash).

Teaching assistant (TA) support is provided for different groups where appropriate or for the use of intervention, including pre-teach and over-learning, for specific children. TAs are fluid and are used across groups to support and challenge learning.

Equal Opportunities including Special Needs

All staff promote an inclusive climate and ensure that the English curriculum taught can be accessed by all, including disadvantaged children, those with additional needs, those from a

variety of cultural backgrounds and gender in a class. Teaching styles and strategies are adapted for individual groups or children.

Teachers plan and teach for the inclusion of all learners within their daily English lesson. Resources to support this include the KLIPS exemplification and LAPS documentation that supports planning for differentiation, challenge and greater depth. TAs are used to effectively support and engage pupils with additional needs (including most able pupils). If an individual child has more complex needs, an individualised programme may be created to support and target their learning.

Developing Spiritual, Moral, Social and Cultural Education within English

Staff are aware that this underpins every aspect of learning. Within the classroom, ideas and contributions are valued. Within the daily English lesson, children are encouraged to take ownership of their own learning when completing independent or groups tasks/challenges. There is a balance of group work, partner talk and guided activities where children will respect the shared ideas discussed and listen to others.

Children are motivated to learn through praise and focused questioning. Feedback is provided to support and challenge children's individual needs. All achievements are valued and children receive feedback to understand their progression and next steps.

The application of key skills in independent work is celebrated and examples of good practice are displayed where appropriate. Where children are asked to discuss each other's efforts, it is done in a positive and supportive manner.

Assessment and Record Keeping

Assessment for Learning (AfL) is vital to improve the standards of teaching and learning English. At Reedley Primary School, we base our teaching on the children's needs, prior knowledge and capabilities. Initial assessment within the daily English lesson supports staff to pitch the level of challenge correctly and identify next steps for individual groups and children.

Assessment is on-going, and pupil progress informs planning on a daily basis. Formal data is collated on Insight at the end of each term to determine whether children are 'Below', 'Just Below' or 'EXP' and within which year group. If children are not working at their age related expectations, support is provided as necessary. The use of intervention can support the accelerated learning of key outcomes from a lower year group or the application of greater understanding by explaining reasoning of English subject knowledge.

Assessment:

- Initial assessment of what the children already know to inform planning and identify starting points. Teachers make adaptations to their teaching within a lesson where appropriate in order to address children's needs.
- Through on-going use of AfL within the daily English lessons, including focused, open questioning, children's understanding and gaps in knowledge can be reviewed.
- Effective marking and feedback. Some feedback may be oral and used as an immediate response. Feedback and marking of children's work impacts on future planning for both the day-to-day lessons or for interventions with a specific English skill focus.

- On-going teacher assessments with the use of Insight each half term and at the end of every full term to identify gaps for individual children.
- Use of statutory and optional tests to identify next steps, children's abilities to apply learning and any misconceptions that need addressing.

Monitoring arrangements

Monitoring the standards of teaching and learning is the responsibility of the Headteacher and link governor supported by the Subject Leader.

Monitoring arrangements include:

- Ensuring a consistent approach and progression in the teaching of English across the school.
- Teaching staff to have guidelines on planning and teaching with a supportive network to be able to teach with confidence.
- Applying staff training and CPD opportunities where appropriate.
- A subject specific report written at the end of each academic term to share with governors.
- Subject specific action plans created, implemented, monitored and reviewed by the Subject Leader, with the specific outcomes outlined linked to the school improvement plan.
- Keeping the school policy for English up to date based on statutory requirements.
- Supporting staff with the teaching and assessment of English.
- Being aware of national developments in English through CPD opportunities.
- Moderation of children's learning as part of SWAT partnership with local schools.
- Monitoring the effectiveness of teaching and learning across the school through data analysis, lesson observations, discussion with teachers, pupil interviews and scrutiny of children's work and teachers' planning.

Review

This policy will be reviewed each year to accommodate changes.

Policy author: Kerry Gorrell

To be reviewed: 01.09.25

Expectations in English (2024-2025)

Spelling

- Three or more 'No Nonsense Spelling' sessions a week. (15 - 20 minutes)
- Streamed sessions linked with phonics structure with aim of introducing new learning (ARE) by end of session.
- Recorded at **back** of English books.
- ARE revisited/modelled in shared writing/reading.
- Can be used as focus for intervention sessions.
- KS2 Phonics catch up needs to be running in addition to spelling sessions.
- Incorrect spellings recorded in 'Vocabulary' books (previously 'Wonky Word' books).

Grammar and punctuation

- Use objectives as outlined in Lancs planning (linked with unit). Activities can be adapted.
- Three or more sessions a week: immerse, imitate, innovate, invent (10-15 minutes).
- Recorded at **front** of English books so children have access to examples during writing.
- Revisited/modelled in shared writing/reading.

Handwriting

- Follow school policy and letter formation.
- Teach regularly as whole class and intervention.
- Recorded at **back** of English books. (Better to redraft own writing than copy paragraphs out of books!)
- Handwriting to be displayed in each class, referred to and modelled.

Reading

Each group to have at least one session of GR and one session of RR (with an adult) each week.

Guided Reading

- Carousel (not whole class) for 30 mins (KS2) or 20 mins (KS1) each day.
- Structure: Pre-read, Guided read, Follow-up
- Work with each group once a week (completed every day).
- Learning/texts adapted to need.
- Independent tasks develop and extend the skill from guided reading sessions.
- Revisited/modelled in shared writing/reading.
- All reading domains must be taught and revisited.

Reciprocal Reading

- During guided reading and as group interventions (interventions three times a week to be effective).
- ALL RR sessions to be planned by the adult leading the session. (TAs with discussion with class teacher)
- TA to lead a session with a group each week.
- Teacher to lead a session with a group each week where appropriate.

Reading for Pleasure Bookmarks

- Completed at back of 'Homework Book' with title at the top.
- Six activities per bookmark.
- Children complete a minimum of three activities per bookmark, per week.
- One bookmark will last two weeks.
- Work must be of a high quality. If not, children do not pass the bookmark tasks that week.
- Bookmark flags to be displayed in classrooms with children's progress marked on them.
- Children must be read to by an adult on a daily basis e.g. class novels, poems, newspaper articles etc.

Writing

Children should be aware of purpose and audience for each piece e.g. who would want to read it and why.

Extended Writing

- Each Friday. Editing skills need to be modelled so children can edit and improve their work during the session.
- Must be planned based on prior learning and previous unit outcomes.
- Two Ticks grid to be given out at start of sessions so children can review their targets. Children evaluate their writing against these at the end of the session but should refer to them throughout.
- Evidenced on English plans.
- Linked to foundation subjects so children can apply knowledge. (Opportunity to assess subject knowledge.)

Planning

- Texts need to challenge and engage, including the class novel. (Any changes to be updated on the English Curriculum Map.)
- Objectives taken from Lancs document and NC.
- Opportunities to explore the language (vocabulary strategies) and structure of genres and text types.
- Must include strategies (oracy strategies) and skills to support the reading to writing process. (Follow the LCC teaching phases.)
- Refer to 'Writing Opportunities to support the Reading Phase' for short writing activities.
- Opportunities for independent writing across each teaching phase e.g. writing in role, songs, poems, blogs, TripAdvisor reviews etc.
- Sue Palmer skeletons to be used to plan non-fiction writing.
- Sustained pieces of writing to be marked using Two Ticks grids linked to need.
- At least two 'Two Ticks' grids completed each week, one in Extended Write and one in sustained writing across the curriculum.

Resources:

There are so many clearly labelled resources on the 'Teacher' drive. It is worth finding some time to explore what is available. If you are not sure, please ask.

- 'Descriptosaurus' books (Developing vocabulary from 8 -14 yrs.).
- 'Word Aware' books (vocabulary strategies for EYFS – Yr. 6). Discs to be saved on 'Teachers'
- No Nonsense Spelling (discs to be saved on 'Teachers')
- Guided reading books (including teacher books).
- Resources from English CPD and INSET e.g. oracy strategies, vocabulary including tiered, writing stamina, Sue Palmer skeletons etc. ('Teachers')
- 'Writing Opportunities to support the Reading Phase' (LCC document saved on the network)
- Reading domain cards and activities (and all other resources on 'Teachers')
- 'Reading for Pleasure' bookmarks ('Teachers')