

English Policy
June 2022 update

National Curriculum Aims:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English 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
- 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.

Intent	At Abbey Meads, we recognise the importance of English as a fundamental part of children's learning. Spoken language, writing and reading are central to their learning in all areas of the curriculum and also essential when communicating as a member of society. Our intent, through the English curriculum, is to ensure that children develop the skills and knowledge that enables them to communicate effectively and creatively through spoken and written language, and to equip them with skills to become lifelong learners. They will experience success and enjoyment in speaking, listening, reading and writing. At all times we wish to promote positive attitudes in the children to encourage the progress and development of their own language skills and knowledge. We aim to provide an English curriculum, which is highly engaging and use a variety of teaching methods that promote English skills in all subject areas. We aim for our children to enjoy and appreciate literature and develop a passion for reading.
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Reading

National curriculum

The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish and appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Intent	At Abbey Meads, we want our children to develop a life-long love of reading. We promote reading for enjoyment in many ways including poetry sessions, daily class book, where the children listen to an adult read aloud to them, and through our direct teaching of reading. Reading buddies also provide a weekly focus on enjoying and sharing quality texts, fostering a love of reading and learning through positive role models. We aim to give children effective reading strategies to allow them to become fluent and confident readers who are motivated to read for pleasure and to satisfy a purpose. Phonics is an essential part of our reading curriculum and as such has its own policy. We aim to develop children's comprehension so that they can understand and enjoy a variety of texts and use reading for their own learning. Reading enables children to acquire knowledge, develop a wide vocabulary and stimulate the imagination. We immerse children in a wide variety of texts to support their cultural, emotional, intellectual, social and spiritual development. Through reading high quality literature, we hope our pupils develop a good understanding of the world, a good understanding of vocabulary and a love of reading.
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Implementation	Scheme of work
	The school has a progression of skills taken from the National Curriculum. This document ensures there is progression within each strand of reading across the school.
	Planning
	Teachers create a medium term plan every term for reading. In KS2, objectives are planned out for 'extract' sessions for the term to ensure there is coverage. The objectives for the sessions based on the class book are added to the plan on a weekly basis. This allows teachers to decide on the most appropriate skills for the part of the book they are on and to use their assessments to plan next steps. In KS1 and early years, big book sessions are planned on the medium term planning document.

Teaching

Children are immersed in books and reading throughout the day. Once a term, the children take part in 'poetry talk' sessions with Steve Bicknell and some of the poems enjoyed are taken into reading lessons at another point in the term.

All classes have a 'class book' session daily. This is a time when the children enjoy listening to a text being read to them by the class teacher.

All reading sessions across the school have vocabulary as a central part and the teaching of specific vocabulary is planned for in advance.

We aim to maximise the amount of quality first teaching the children receive and how this is done differs slightly across the school.

One-to-one reading sessions

These sessions provide time to teach to the direct needs of an individual.

Group reading sessions

The teacher plans sessions with a specific objective to develop children's decoding and comprehension. They have the opportunity to read a text, recap on phonics, develop vocabulary and develop their comprehension skills.

Whole class teaching of reading

Vocabulary is a central part of the sessions. Teachers chose texts carefully to engage and excite children and cross curricular links are made through the choice of texts, e.g. using a non-fiction text on magnets to back up and reinforce learning in science lessons. Sessions are appropriate for most children, but activities need to be carefully thought through to provide appropriate challenge for all. Reading aloud is an important part of these sessions. Children need to hear the text and be given opportunities to develop their fluency and accuracy with these challenging texts. Some children will only be able to access the text, if it is read aloud, and hearing it will enable them to develop the reading skills being taught in that lesson. The class book is used in two of these sessions and shorter extract used in the other two. The extract sessions focus on one objective over the two lessons in a week. The sessions are planned carefully to ensure children have the opportunity to develop their understanding and skills in a variety of activities. Some activities will be recorded to develop children's written recording skills, but teachers work hard to plan a range of activities.

- In the foundation stage, children read 1 to 1 with an adult at least once a fortnight. They also have a daily 'big book' whole class teaching of reading session.

- As children move into Y1, they continue with the foundation stage model. This model continues until the teacher decides they are ready to move onto the KS1 model where the teacher leads guided group sessions with children once a week and the TA leads story sessions with the class - this is likely to be around Christmas time.

- As children move into Y2, they continue with the KS1 model started in Y1. During the year, a class may move into the KS2 whole class teaching of reading model. This will happen when the teacher decides the tipping point is reached with the majority of children ready to focus more on comprehension than decoding and fluency with age appropriate texts. When this happens, the TA will teach those children, for whom decoding is still a priority, daily in a guided group session; the teacher will work with them at least once a week to assess and plan their learning. The rest of the class will be taught reading as a whole by the teacher. There is not a time when this will happen; it will be when our children are ready. We know children can access whole class teaching, it happens in maths and writing, so when their reading skills are at a high enough level, and the focus is no longer mainly on decoding, they move to whole class teaching of reading.

- In KS2, children are taught reading in whole class sessions four times a week. Sessions are about 30 minutes long. Any children who are working significantly below age related expectations may need to receive a personalised reading curriculum in a guided group where the focus will be more on decoding and fluency with age appropriate texts.

- One-to-one reading with an adult is still seen as an important learning opportunity. This does not stop in KS2, but it becomes less frequent and a time for a child and teacher to enjoy a book together and to spend time discussing a text and checking book choices.

Children reading below the expected level, have additional reading sessions, planned for by the class teacher, and some additional interventions support their learning.

	<p>Assessment</p> <p>Teachers use formative and summative assessments to direct next steps in learning and provide targeted intervention where necessary.</p> <p>During lessons, teachers use targeted questioning to guide lessons, support and challenge.</p> <p>Termly assessments are used to find out how children are progressing against the year group objectives. These assessments focus on the skills that have been taught and the outcomes are used to identify areas that need to be revisited and/or extended with some or all of the children.</p> <p>PIRA standardised assessments are used in most year groups twice a year. These assessments help to identify specific priorities for individuals and classes. Y2 and Y6 do not use PIRA, but instead carry out SATs assessments.</p> <p>All assessments that are carried out build up a picture of the child and support teachers in making teacher assessment judgements at three points during the year. Moderation meetings ensure there is consistency across the school.</p> <p>All teachers analyse their class data and discuss it with SLT. Progress meetings are used to discuss priorities within each class and to set target groups for the coming term.</p> <p>Cross curricular</p> <p>Teachers use texts to support other subject areas in whole class teaching of reading sessions. Reading is central to other areas of the curriculum and children will use their reading skills in many lessons across the curriculum.</p> <p>Home - School learning</p> <p>Reading record books are used to communicate with home. Teachers provide a comment about a child's reading at least once a fortnight in their reading record books. Families are encouraged to record reading at home in the reading record book as well.</p> <p>Teachers share an overview of reading at the curriculum evening at the beginning of the year. This ensures parents understand how they can support their child at home. Parents are also updated on children's progress at the parents evenings in terms 2 and 4 and in the written reports in term 6.</p> <p>Open mornings and family learning events provide further opportunities for parents to see how reading is taught and how they can support their children at home.</p> <p>We have an online parent guide - "How children learn to read, write and calculate at Abbey Meads" https://www.abbeymeads.swindon.sch.uk/files/ugd/64c1c7_0ae728325b7c4bbe9549581d2fb52940.pdf</p> <p>Online learning programmes (Bug Club and Accelerated Reader) provide children with the chance to practise skills learned in school.</p> <p>Monitoring</p> <p>The subject leaders for EYFS, KS1, LKS2 and UKS2 work together to monitor the subject across the school. We follow the school monitoring schedule to evaluate the effectiveness of teaching and learning in reading.</p> <p>Across the year, pupil voice, planning audits, book looks and learning walks will take place and the outcomes of this work are fed back to staff and SMT. Where necessary, further monitoring and support will take place outside of the planned work.</p> <p>Assessment analysis takes place at three points in the year and this work feeds into the progress meetings that are held with all teachers.</p>
Impact	<p>Pupil/Parent/Staff voice</p> <p>Through discussion and feedback, children talk enthusiastically about reading and speak about how they love books and reading that happens in school. They can talk about how reading is important in other subject areas. Children may provide examples of where their reading has helped them reinforce and develop their knowledge from other subject areas.</p> <p>Children talk positively about the range of reading experiences that they have in school and at home. Good attendance at family learning events and parents feel happy to talk to staff about their children's learning in reading.</p> <p>All staff feel confident in reading subject knowledge.</p> <p>Data</p>

Data reveals that school standards are high across the school and at the end of each Key Stage.
Children are on track from their previous data points.
PPG children will make good progress from their previous data points.

Book looks

Book looks show that children are recording their work in a variety of ways. In upper key stage two, children will confidently record their responses to a text.
Children are provided with scaffolding to support their written responses, where necessary.
Use of feedback and marking adheres to policy and moves learning forward.

Planning audits

All planning meets the requirements of the NC and there is evidence of a range of text types and skills across a term. Children are immersed in poetry, fiction and non-fiction.
Planning ensures appropriate coverage of knowledge, skills and vocabulary.
Cross-curricular links are made through choice of texts and direct teaching of vocabulary is evident.

Learning walks

Children are engaged in their learning and show enthusiasm for reading. They sustain their focus when reading independently and in class activities. Children talk about books they are reading and have read.
Lessons show direct teaching of vocabulary.

Writing

National curriculum

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting.

Intent	At Abbey Meads, our intent is for our pupils to become fluent, articulate and enthusiastic writers. Phonics is an essential part of our writing curriculum and as such has its own policy. Children's writing develops when they are engaged in authentic writing tasks for a variety of purposes, in a variety of styles and for a variety of audiences. Children are encouraged to see themselves as writers as soon as they come into our school and each written contribution is valued. We teach the writing curriculum using an exciting cross-curricular approach and feel it is important to give pupils rich experiences, exciting starting points and a range of purposes to engage and inspire. We want our children to write with creativity using a rich vocabulary whilst developing their own unique style. We aim to give children control over written language and the enjoyment of using it so they can interact effectively in a literate society.
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Implementation	Scheme of work
	The school follows the National Curriculum, which teachers use to break down into units of work, mapped out across a year. The teaching of writing is supported by a spelling scheme (Spelling Shed). This spelling scheme is used in school, to teach spelling patterns and rules and children also take spellings home from this scheme weekly.
Implementation	Planning
	Writing skills are mapped out for a year on a whole year plan. This long term plan ensures all skills are mapped out across the year and that children experience a range of audiences and purposes for writing. Teachers plan a medium term plan each term, which breaks down the writing units from the long term plan into more specific objectives. This plan includes spelling and guided grammar activities. Short term plans are made each week to provide detail about lessons, resources and support for different groups in the class.

Teaching

Children have a daily English lesson, where skills are built up within a unit of work towards more extended pieces of writing. Children take part in a range of lessons to develop their knowledge of a text type and develop vocabulary and ideas. They learn skills, appropriate to the text type, and then are given the chance to apply these skills in a more independent piece of writing. In the build up part of the unit of work, teachers use a range of strategies to support and develop children's writing, including modelled writing, shared writing and slow writes. Children work collaboratively with their peers to develop ideas and feedback is used to move their writing forward. During a unit of work, children will be taught how to plan their writing and, as they move through the school, children will have the ability to choose how they plan and gather ideas for their writing. Teachers work hard to plan engaging and exciting writing opportunities and children are encouraged to have a clear awareness of the purpose and audience for their writing.

All writing lessons have a clear objective and this is shared with the children. All lessons in the build up part of a unit of work have a clear, specific skill focus. Success criteria are used in the independent writing pieces, which include a focus on the skills that have been taught within that unit and any other relevant skills.

Children receive feedback throughout the writing process; this might be in the form of verbal feedback within lessons or written feedback, which they have time to read and respond to after a lesson. Work is all marked using the marking policy.

Children who are not meeting age related expectations will have additional sessions to try and close the gap between themselves and their peers. They will be supported to ensure they can access the learning in the writing lesson.

Starters are used in writing lessons to revisit and practise skills which have been acquired in previous learning, identified as needing more work from assessments or that children could use in the current unit of work.

Handwriting is taught explicitly in the early stages with handwriting practice within the day. EYFS children learn the correct formation of letters and will print as well as taking part in gross motor and fine motor activities to help strengthen finger tips and arm muscles. We spend time ensuring children have the correct pencil grip. They will begin to join digraphs once they are developmentally ready and this will continue into Year 1. In Year 2, children will begin to join all letters once the teacher decides they are ready. Once a child is fluently joining their handwriting they will use a pen and be encouraged to develop their own style. This enables them to use handwriting pens and to further develop their fluency. In lower key stage 2, children have handwriting lessons, where they work on developing correct joins and letter size. In upper key stage two, children are given extra handwriting sessions if they are yet to develop a consistent joined handwriting style.

Alongside writing lessons, children also have an additional stand-alone guided grammar session. These are short sessions designed to give regular practise of key vocabulary and skills from the national curriculum.

Spellings are taught in school and practised both at home and school. Children take a list of spellings home to learn and further opportunities to practise are provided in school. Spelling lessons focus on spelling patterns and rules from the national curriculum and focus on children using these rules in their own work. Children are encouraged to use words they have learned in their writing and support is provided with the use of word cards and word banks. Children are supported in identifying misspelt words in their writing, through the use of our marking policy, and are provided with time to edit and improve their writing within lessons.

Children are expected to apply writing done in English lessons to their writing in other areas of the curriculum. Chances to apply skills they have learnt are planned for, e.g. if children have learnt how to write explanation texts, they might apply this in their science in the following weeks.

	<p>Assessment</p> <p>Teachers use formative and summative assessments to direct next steps in learning and provide targeted intervention where necessary.</p> <p>During lessons, teachers use questioning to guide lessons, support and challenge.</p> <p>End of unit independent writing tasks are used (usually twice a term) to assess children's progress with their writing against the skills that were a focus in that unit. The outcomes of the independent writes are used to identify areas that need to be revisited with some or all of the children and to support the planning of the next unit.</p> <p>Teachers also use children's writing from other areas of the curriculum and their writing in all writing lessons to support their judgements.</p> <p>All assessments build up a picture of the child and support teachers in making teacher assessment judgements at three points during the year. Teachers track children's progress against year group objectives on school tracking sheets. Moderation meetings ensure there is consistency across the school.</p> <p>All teachers analyse their class data and discuss it with SLT. Progress meetings are used to discuss priorities within each class and to set target groups for the coming term.</p> <p>Cross curricular</p> <p>Teachers plan in writing opportunities in other areas of the curriculum.</p> <p>Often teachers use writing lessons as an opportunity to consolidate learning in other areas, such as history, science and geography or to support children's learning in these areas, especially when researching information for a piece of writing.</p> <p>Home - School learning</p>
	<p>All year groups provide an overview of the writing curriculum at the beginning of the school year to ensure parents understand how they can support their child at home. Open mornings and family learning events provide further opportunities for parents to see how writing is taught and how they can support their children at home.</p> <p>We have an online parent guide - "How children learn to read, write and calculate at Abbey Meads" https://www.abbeymeads.swindon.sch.uk/files/ugd/64c1c7_0ae728325b7c4bbe9549581d2fb52940.pdf</p> <p>Monitoring</p> <p>The subject leaders for EYFS, KS1, LKS2 and UKS2 work together to monitor the subject across the school. We follow the school monitoring schedule to evaluate the effectiveness of teaching and learning in maths.</p> <p>Across the year, pupil voice, planning audits, book looks and learning walks will take place and the outcomes of this work are fed back to staff and SMT. Where necessary, further monitoring and support will take place outside of the planned work.</p> <p>Assessment analysis takes place at three points in the year and this work feeds into the progress meetings that are held with all teachers.</p>
Impact	<p>Pupil/Parent/Staff voice</p> <p>Through discussion and feedback, children talk enthusiastically about their writing lessons and speak about how they love communicating through writing.</p> <p>Children show confidence when writing a variety of different genres and can articulate the audience and purpose for longer pieces they produce.</p> <p>Children talk about how they learn and how they feel about mistakes being part of the learning process.</p> <p>Children can provide examples of pieces of writing they have produced in different areas of the curriculum.</p> <p>Children talk about the writing process and how they develop ideas for writing and make improvements as part of this process.</p> <p>Good attendance at family learning events and parents feel happy to talk to staff about their children's learning in writing.</p> <p>All staff feel confident in writing subject knowledge.</p>

Data
Data reveals that school standards are high across the school and at the end of each Key Stage. Children are on track from their previous data points. PPG children will make good progress from their previous data points.
Book looks
Book looks reveal a high standard of children's work with evidence of lots of opportunities to write and for a variety of purposes. Evidence of writing in other areas of the curriculum. Use of feedback and marking adheres to policy and moves learning forward.
Planning audits
All planning meets the requirements of the NC and shows a broad and balanced diet of genres. Short term plans show skills lessons being taught within a text type to ensure children have purposeful writing opportunities. Planning ensures appropriate coverage of knowledge, skills and vocabulary. Evidence of writing opportunities being planned into foundation and science units.
Learning walks
Children are engaged in their learning and show enthusiasm for writing.

Spoken language

National curriculum

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum -cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to drama and theatre performances.

Intent	<p>The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar, and their understanding for reading and writing. It is our intent that the children at Abbey Meads develop a rich and diverse knowledge of language. This is implemented across the curriculum; we provide our children with a wide range of opportunities to develop their speaking and listening skills such as discussion, debate, presentation, drama and movie making. During speaking activities, we assist children in making their thinking clear to themselves as well as to others. Spoken language underpins the development of reading and writing, and children's knowledge across the curriculum, the impact of which can be seen in all subjects. Children will be given the opportunity to express themselves orally, to a variety of audiences and for a variety of purposes. Children will present their own ideas, value those of others and enter into discussions confidently.</p> <p>Children will participate in a range of drama activities and we will invite theatre groups and other performers, such as story tellers into the school. Through our relationship with Prime Theatre, all children in Reception, Y1 and Y2 have weekly drama workshops for 1 term each year.</p>
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Implementation	Scheme of work
	Teachers provide opportunities for children to develop their speaking and listening skills across a range of subjects. Discussion and group activities are a central part of all curriculum areas, which enable children to develop the skills of listening and appreciating others' views, speaking clearly to an audience of varying sizes, taking on different roles and responding appropriately to questions from peers or teachers. Across the school, year groups have specific opportunities to promote speaking and listening skills, e.g. Prime Theatre Drama sessions and class assemblies.
	Planning
	Teachers follow the National Curriculum guidance to incorporate speaking and listening skills across the curriculum, e.g. role play in a reading lesson on inference, a debate in geography about the environment.

	<p>Teaching</p> <p>Prime Theatre - drama Class assemblies Structured play activities Drama activities through reading and writing lessons Performance of poetry in reading and writing lessons Group discussions Whole class discussions Debates (Y5 and Y6) Presentations - homework tasks. School council elections.</p>
	<p>Assessment</p> <p>Assessment of pupil progress is, in the first instance, ongoing through the class teachers as part of formative assessment. This assessment is an integral part of every lesson to check each child's understanding and provide the teacher information which will be used to inform future lessons. Where relevant, Spoken Language assessment for learning information is recorded on teacher's short-term planning sheets. In FS2, evidence is gathered and this is used to inform individual pupil profiles and children's progress towards the Early Learning Goals. Observations/Assessments of Speaking and Listening skills are recorded on Tapestry. At the end of each academic year there is an expectation that in the English part of each child's annual report the teacher comments on the Speaking and Listening skills that a child may have acquired or demonstrated over the year, with examples where appropriate.</p>
	<p>Cross curricular</p> <p>Spoken language is a central part of all subjects in the curriculum. Children engage in a variety of activities in the entire curriculum which focus on oracy.</p>
	<p>Home - School learning</p> <p>House cups - poetry recital Homework projects shared</p>

Impact	<p>Pupil/Parent/Staff voice</p> <p>Through discussion and feedback, children talk enthusiastically about their activities where they are developing spoken language. Children show confidence in class assemblies, drama activities and discussions. Good attendance at class assemblies and parents feel happy to talk to staff about their children's learning in spoken language. All staff feel confident in spoken language subject knowledge.</p>
	<p>Planning audits</p> <p>All planning meets the requirements of the NC. Planning shows a range of activities to develop spoken language, including drama, debates and discussions. Planning ensures appropriate coverage of knowledge, skills and vocabulary.</p>
	<p>Learning walks</p> <p>Children speak confidently in front of their peers and show they can listen and respond appropriately to others. Evidence of lots of opportunities for the children to share their ideas and collaborate on group tasks.</p>