

NANCLEDDRA SCHOOL ENGLISH POLICY

We recognise that English is a core subject within the National Curriculum and is a prerequisite for educational and social progress. Mastery over language empowers children to communicate creatively and imaginatively, as well as allowing them how to engage with the world at large. At Nancledra, we aim to develop pupil's abilities and passion for language within an integrated programme of reading, writing, speaking and listening. Pupils will be given opportunities to use their English skills within a broad and balanced curriculum; our curriculum will strive to enable children to understand the ideas and opinions of others whilst also effectively communicating their own.

AIMS

Children will:

- speak, read and write with confidence, fluency, understanding and enthusiasm
- develop the habit of reading widely and often, for both pleasure and information
- develop their cognitive ability, imagination and personal expression
- develop their grammatical knowledge to enable them to become confident manipulators of language; improving both their written and oral communication strategies
- expand their vocabulary and ignite a love and curiosity for words
- develop an interest in our rich and varied literacy heritage (etymology and texts)
- adapt language and style for a variety of purposes and audiences
- use talk as a vehicle to learn through (pedagogy) and to demonstrate understanding (outcome) in order to learn: being able to elaborate, explain or summarise their ideas clearly
- develop confidence in the art of speaking and listening

| Subject Organisation KS1 & KS2 | Foundation Stage |
|---|--|
| <p>The English curriculum is based on the new National Curriculum:</p> <ul style="list-style-type: none">• Spoken language• Reading<ul style="list-style-type: none">- word recognition- comprehension• Writing<ul style="list-style-type: none">- transcription and spelling- handwriting and presentation- composition• Grammar and punctuation | <p>English in the early years is based upon the Foundation Stage Profile prime area of Communication and Language and the specific area of Literacy. These areas of learning include:</p> <ul style="list-style-type: none">• Speaking and listening in different situations and for different purposes• Comprehending and enjoying a wide variety of books read aloud to them and reading simple de-codable texts themselves.• Writing for a variety of purposes using recognised letters and phonics knowledge |

READING

Foundation stage

In addition to the aims of the Foundation Stage Profile, we recognise the extreme importance that reading plays in a child's academic success, confidence and ability to empathise and access worlds outside of their own. Therefore, to ensure de-coding is not an early barrier we use Little Wandle which is a systematic, consistent and rigorous synthetic phonics programme, as soon as children enter Nancledra's Foundation stage setting.

| | | |
|----------------|--|--|
| PHONICS | We intend for all children to: | We implement this through: |
| | <ul style="list-style-type: none"> • See separate phonics policy. | <ul style="list-style-type: none"> • See separate phonics policy. |

At Nancledra, we understand how critical it is for young children to be read to frequently. Research from G. Kalb and J.C. van Ours and from the 'Read on, Get on' campaign both draw significant attention to the importance of reading to children at an early age while aiming to neutralise social and economic inequalities therefore we highly value story time.

| | | |
|--------------------------|---|---|
| READING ENJOYMENT | We intend for all children to: | We implement this through: |
| | <ul style="list-style-type: none"> • demonstrate understanding when talking with others about what they have read and predicting where appropriate • listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions • enjoy a wide variety of literature • experience a rich language environment, using and understanding new vocabulary | <ul style="list-style-type: none"> • explicitly teaching new vocabulary • story time woven throughout the day, at least twice a day (including poetry and nursery rhymes) • a carefully planned yet responsive reading curriculum • taking home story books in addition to home reading books • learning stories off by heart using the Talk For Writing (T4W) approach • oral story invention • our 'Cosy Up And Read' bag which contains a diverse selection of texts and a class reading journal. Every child has the opportunity to take it home to share with their family. • celebrating achievements of word reading through the star badge system |

KS1 and KS2

Expectations of children’s attainment in reading come from the National Curriculum. The Programme of Study consists of two dimensions: word reading and comprehension (both listening and reading).

At Bosvigo reading continues to play a critical role in the delivery of the English curriculum in KS1 and KS2. We understand that early phonics success remains critical in nurturing a child’s positive attitude towards reading. In addition to this, we develop healthy reading behaviours and attitudes to ensure both reading enjoyment and attainment are achieved; children at Bosvigo will talk passionately, knowledgeably and with a sense of pride about reading.

| READING | We intend for all children to: | We implement this through: |
|---------|---|---|
| | <ul style="list-style-type: none"> • read at age-related expectations in-line with the Little Wandle Fluency programme (see separate policy) • comprehend a wide variety of texts and genres • leave school with a deep-rooted love of reading • develop positive reading behaviours (the frequency, width and breadth of a child’s reading) • read to learn • use a range of strategies to read with meaning, fluency, accuracy and expression • read silently or aloud for a variety of situations and audiences • reflect on their reading and offer a personal response to a wide range of authors and illustrators • develop imagination through reading of traditional and modern literature • develop the ability to exponentially grow their own vocabulary | <ul style="list-style-type: none"> • delivering Little Wandle (a synthetic phonics programme) daily in KS1 and as required in LKS2 • three reading sessions with adult support using phonetically decodable books. • daily read aloud sessions in KS1 and KS2 (at least three dedicated story time session) • supported reading as required (1:1) • teaching reading strategies through a weekly whole class guided reading session • ‘read to learn’ sessions in both KS1 and KS2 • weaving purposeful book talk into class read aloud sessions • fluency instruction as required throughout the curriculum • independent reading • explicit vocabulary instruction based around discussion throughout the curriculum • learning story telling texts off by heart using the T4W approach in KS1 and LKS2 • sharing new authors every term via the reading spine • teacher’s regularly sharing their love and knowledge of books and authors • well organised class libraries developed with the children • delivering reading fluency support groups as identified • the use of class reading journals and seesaw to share children’s reading choices • running whole school book events e.g Author visits, peer-to-peer reading • The Nancledra Reading Journey which involves encouraging children to broaden their repertoire of books read • using YARC assessment for those children at risk of falling behind in KS2 • carrying out NFER assessments in the Autumn, Spring and Summer terms in Y1, Y3, Y4, Y5 (Y2 & Y6 use past SATS papers) • Little Wandle 1:1 tutoring |

WRITING

Foundation Stage

By the end of Foundation Stage, the ability to write is one of the fundamental skills needed to ensure a child's life chances are not adversely affected; we view it as a vital gatekeeper for successful learning across all other subjects. We strive to not only teach the children the basics, building on prior learning at an appropriate pace, but also provide a sufficiently challenging curriculum for those children who arrive at Nancledra already personally, socially and emotionally ready to learn.

| WRITING | We intend for all children to: | We implement this through: |
|----------------|---|--|
| | <ul style="list-style-type: none">• become confident in their ability at expressing ideas, opinions and information through the written form• use their phonic knowledge to write words in ways which match their spoken sounds• write some irregular common words• write simple sentences that can be read by themselves and others• spell some words correctly and others, phonetically plausible• to know how to hold a pencil correctly and form their letters correctly | <ul style="list-style-type: none">• following the Little Wandle sequence of teaching for phonics• direct teaching of common exception words• direct teaching of letter formation• pen disco sessions to build strength and opportunities for direct instruction on holding a pencil• modelling the writing process• learning storytelling texts off by heart using talk for writing• providing opportunities for purposeful child-led mark making using a variety of tools• providing opportunities and a well-resourced learning environment for imaginative child-led story-based learning• adult directed letter formation sessions where the correct pencil grip and posture are taught• adult directed sentence building activities in guided writing sessions• moderating internally• moderating with the cluster of local schools• celebrating children's achievements through Seesaw, their personal square and parent drop-ins on Walk in Wednesday |

KS1 and KS2

Expectations of children’s attainment in writing come from the National Curriculum. The Programme of Study consists of two dimensions:

1. transcription (spelling and handwriting)
2. composition (articulating ideas and structuring them in speech and writing)

As a school, we follow the talk for writing approach to teaching writing up until the end of LKS2, which breaks down the writing process into 3 sections: imitation, innovation and invention (see writing overviews for a breakdown of our writing coverage in different key stages). UKS2 use a book based approach to the teaching of writing.

| WRITING | We intend for all children to: | We implement this through: |
|---------|---|---|
| | <ul style="list-style-type: none"> • enjoy writing for a variety of purposes and audiences • articulate and communicate ideas and organise them coherently • develop a conscious control and choice in their language • produce independent pieces of writing using correct sentence construction, punctuation and age-appropriate spelling • appreciate the techniques used by writers to involve the reader, and use some of these in their own writing • develop their own fluent, legible and eventually speedy handwriting • reflect on their writing and use a range of strategies to improve it • develop the ability to use computing software to communicate for a specific purpose. | <ul style="list-style-type: none"> • daily phonics sessions using Little Wandle in FS and KS1 and LKS2 as appropriate • spelling sessions using Little Wandle in Y2 and using Spelling Shed in KS2 • daily handwriting sessions in KS1 following the demonstrate, practice, review strategy • regular handwriting sessions in KS2 focused on the development of a mature writing style • grammar and punctuation sessions taught discretely weekly and woven throughout the daily English sessions • 5 sessions of English per week across KS1 and KS2 • the use of toolkits linked to author’s purpose • modelling the writing process at least once a week • providing interesting and thought-provoking writing stimuli • reading as a writer through the use of aspirational, quality texts • learning story telling texts off by heart using T4W in KS1 and LKS2 (fiction and non-fiction) • children writing independently in their Burgandy Books • summatively assessing the children’s independent writing against EGGs • following the feedback and marking policy consistently • moderating internally • moderating within the Trust |

SPOKEN LANGUAGE

Expectations of children’s attainment come from the National Curriculum and the Early Learning Goals. At Bosvigo we believe that 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.

| SPOKEN LANGUAGE | We intend for all children to: | We implement this through: |
|------------------------|---|--|
| | <ul style="list-style-type: none"> • develop personal and interpersonal communication through reading, writing, speaking and listening • develop a rich and varied vocabulary that will support their learning across the curriculum • have the confidence to take risks in using new vocabulary • show awareness of the need to use the appropriate vocabulary, tone, pace and style when speaking • orally rehearse their ideas before writing them • develop the language to talk about language • develop subject vocabulary associated with the wider curriculum e.g. in science so that children feel confident and at ease in both responding to specialist terms and in using them • recite and perform age related poetry • understand the importance of effective listening to a range of audiences and in a variety of situations | <ul style="list-style-type: none"> • modelling correctly spoken language • frequent explicit vocabulary instruction throughout the curriculum and based around discussion • having consistently high expectations when children verbalise ideas, opinions or information e.g. expecting children to talk in full sentences • direct teaching of partner talk through the use of Think, Pair, Share • providing well-structured opportunities for partner talk and group discussions • purposeful drama • visits/visitors • valuing ‘Pupil Voice’ (e.g. School Parliament, mentors, pupil forums) • creating a safe environment for both speaking and listening to occur e.g. assemblies, performances and concerts • displaying vocabulary posters using dual coding in classrooms that bring language to life and record children’s developing vocabulary for later use • selecting subject specific vocabulary to support knowledge of the wider curriculum e.g. speak like a historian. • knowledge organisers prioritising vocabulary needed to access the wider curriculum • EYFS regularly meeting to share key vocabulary to be developed through continuous provision |

PLANNING AND TIME ALLOCATION

Each class works from a 2-year rolling programme that details the genre to be taught alongside the focus of the unit e.g. setting, atmosphere and the toolkits to be taught e.g. to create suspense e can use short sentences. In Ks1 and LKS2, the T4W process is followed when planning daily English lessons: imitate, innovate and invent. Whilst teachers may link the English planning to a foundation subject, the priority is always the English knowledge and skills needed to be taught and learned.

Teachers will:

- identify the appropriate teaching and learning strategies required for all aspects of the English curriculum
- provide children with a varied balanced range of English lessons: reading, writing (including handwriting), grammar and punctuation, spelling and oracy
- plan for the specific needs of children within their own class using the Marking and Feedback policy
- design and deliver units using based on the T4W approach and their own ideas and flair
- identify opportunities for cross-curricular writing to take place
- deliver reading instruction and foster a love of reading and authors
- deliver appropriately pitched GPS sessions
- deliver appropriately pitched handwriting sessions
- formatively assess children during whole class guided reading sessions
- use fluency instruction across the curriculum
- assess children against the National Curriculum objectives using termly NFER assessments or YARC to support their reading judgements
- assess children against the National Curriculum objectives using individual checklists to support their writing teacher judgements

There are at least five hours per week allocated for direct English instruction. There are also two to three hours allocated for the provision of other areas of the English curriculum. For example, assemblies, circle time, story times, reading for pleasure, spelling lessons, grammar and punctuation lessons and handwriting sessions. Where appropriate, English links are made through the other subjects, giving children the opportunity to access a range of genres, build upon prior knowledge and develop their writing in a purposeful manner.

ASSESSMENT, TARGET SETTING AND REPORTING

Assessment and recording of formative assessment is predominantly carried out by the class teacher and is an integral part of their role. It is used in both a daily and weekly capacity to inform future planning, using the distance marking book as a supportive tool. It involves identifying children's progress against teaching objectives, determining what a child has already achieved and moving them on to the next stage of learning: adjusting plans to ensure all children are challenged at an appropriate level for them. Children in EYFS are assessed regularly using the Early Learning Goals.

In line with the National Curriculum, children are assessed against the end of year expectations for their own year group. Children are assessed as to whether they are working towards the expected level, working at the expected level or working at greater depth.

For further detail please see the school's Marking and Feedback policy.

INCLUSION: EQUAL OPPORTUNITIES AND SPECIAL EDUCATION NEEDS

Equal opportunities

At Nancledra it is part of the school curriculum policy to provide a broad and balanced education to all children. All children have equal access to the English curriculum, irrespective of age, gender, race, religion, belief, disability or ability. Through our English teaching, we provide learning opportunities that are matched to the needs of children with special educational needs, those with disabilities, those with special gifts and talents and those for whom English is an additional language, and we take all reasonable steps to achieve this.

Special Education Needs

Children access the English curriculum at the level appropriate to them, ensuring rapid measurable progress. Resources and learning environments are planned and designed to enable all children access to the learning required. Children with learning difficulties are assessed and diagnosed quickly in order for them to be supported appropriately. Quality first teaching, as well as the use of TAs, enables us to support children on the SEN register. Parents are kept informed, through meetings with the class teacher and the SENCo when appropriate.

ROLES

| | |
|--|--|
| <p>The Head Teacher, with support of the Governors, will:</p> <ul style="list-style-type: none"> • support the use of appropriate teaching strategies by allocating resources effectively • monitor how effective teaching and learning strategies are in terms of raising pupil attainment • ensure that staff development and performance management policies promote good quality teaching | <p>Subject Leaders will:</p> <ul style="list-style-type: none"> • provide support and training to ensure an evidence-informed, inclusive English curriculum is taught to meet the needs of all pupils • liaise with class teachers and the SENCo to ensure that provision is made for all children • keep up-to-date with research to ensure the school delivers evidence informed teaching • collate, share and monitor whole-school data to inform action plans • maintain the availability of high-quality resources • ensure a rigorous and effective programme of moderation of assessments occurs • ensure a regular and effective programme of analysis of children’s work sample monitoring is in place • effectively manage any funding designated to English. |
| <p>Class Teachers will:</p> <ul style="list-style-type: none"> • ensure the effective implementation of the National Curriculum for English • adapt and use the Programme of Study for English across the whole school that meets the needs of their pupils • make effective use of ‘assessment for learning’ within English • ensure work is planned sufficiently to enable all children to reach their full potential • employ effective teaching strategies to engage, develop and challenge all pupils | <p>Parents/Carers:</p> <ul style="list-style-type: none"> • attend parents’ evenings to discuss children’s English progress • support their children with homework and English learning. |
| <p>Teaching Assistants will:</p> <ul style="list-style-type: none"> • support the class teacher in the effective implementation of English | |

English Subject Leader: Helen O’Kane
Date of policy: January 2024
Date to be reviewed: January 2025

References

2012 research report, Reading to young children: a head-start in life, authored by: G. Kalb and J.C. van Ours.