

The
TILIAN PARTNERSHIP
Inspire to achieve

English Policy

Cavendish CE Primary School

Approved by:	SGC	**Date:**	25 November 25
Last reviewed on:	November 25		
Next review due by:	November 26		

Cavendish Church of England Primary School English Policy

The English national curriculum (2014) states that: '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 language, and to develop their love of literature through widespread reading for enjoyment.' • We believe the exposure of children's literature within the primary school setting is vital as a rich context for learning; not only within English as a subject but to support building a reading culture throughout the school. • We aim to use high quality books that offer opportunities for empathy and can aid philosophical enquiry, as a means of developing the spoken language requirements through debate, drama and discussion using the issues raised through, and within, the text.

By placing books at the core, we are allowing teachers to use the text as the context for the requirements of the national curriculum. The national curriculum states that: ''This guidance is not intended to constrain or restrict teachers' creativity, simply to provide the structure on which they can construct exciting lessons.' This would suggest that a context for learning is vital – and this is where our chosen approach can support teachers with ensuring that objectives for reading and writing, including those for grammar can have purpose. We will always aim for our writing opportunities to be meaningful; whether short or long and that the audience is clear. Books offer this opportunity: our final aim would be that those children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. Writing in role using a range of genres is key to our approach as is writing a critique of the text and making comparisons – all writing skills that will support children in preparation for their time in secondary school. This sits comfortably alongside the following statement from the English national curriculum: 'The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

Curriculum Intent

At Cavendish CE Primary School, the aim of our English lessons is to ensure our children are exposed to a variety of literature to provide rich content for learning, building a reading and writing culture throughout school. We use high quality texts to offer opportunities for empathy and to aid enquiry as a means of developing spoken language requirements through debate, drama and discussion.

The writing opportunities we provide are meaningful with a clear audience and purpose. Our children will be given real reasons to write, whether to explain, persuade, inform or instruct. They will write using a range of genres with grammatical skills embedded throughout our teaching. We aim to deliver an inspiring and engaging English curriculum through high quality teaching and exciting lessons. Writing is a crucial part of our curriculum and all children from Foundation Stage to Year 6 are provided with many opportunities to develop and apply writing skills across all areas of the curriculum.

Children experience the works of over 100 significant authors as they move through the school. Using these texts as a starting point, children engage in a wide variety of writing tasks, with grammar, spelling and punctuation objectives being taught in context within the books studied.

Our aim is that all Cavendish pupils have the necessary knowledge and skills to communicate in writing, confidently, coherently, and creatively and for a range of purposes and audience.

We aim to:

- Deliver an engaging, book-based writing curriculum that enhances our thematic curriculum
- Teach essential spelling and grammar knowledge and skills in a purposeful context.
- Develop our students as writers with a clear understanding of writing process including drafting and editing
- Scaffold and challenge our students to ensure that all children fulfil their potential.
- Provide real, exciting and purposeful reasons for children to write.

Curriculum Implementation

EYFS/Year 1

There will be a variety of books covered in EYFS with at least one fiction and one non-fiction text every half term. This will be used as a stimulus for oral story-telling and oracy, including acquiring new vocabulary.

Little Wandle is used daily to teach phonics and reading. There are linked writing activities connected to the phonics learnt.

From the Summer term year 1, children will be introduced to Literacy Tree units.

Children in EYFS, will have daily reading times sharing rhymes and stories.

Year 2 - Year 6

All classes use the Literacy Tree unit plans as the central spine of our writing curriculum. This provides an engaging consistent and systematic approach to the teaching of writing with many aspects (e.g. grammar splat or role on the wall) being repeated and developed throughout the school. All national curriculum writing objectives are taught, and revisited purposefully. All units are based around high quality texts that enhance the learning of our thematic curriculum and enable every Cavendish child to see themselves reflected as authors, poets and main characters. Plans are adapted to meet the needs of Cavendish pupils.

Spelling, Punctuation and Grammar

In EY and KS1 our rigorous phonics programme 'Little Wandle' forms the basis of spelling lessons up to Year 2.

Spelling Seeds complement the Literary Curriculum by providing weekly, contextualised sequences of sessions for the teaching of spelling that include open-ended investigations and opportunities to practise and apply within meaningful and purposeful contexts, linked (where relevant) to other areas of the curriculum and a suggestion of how to extend the investigation into home learning.

The objectives and spelling words match the Literacy Tree text being covered to make for purposeful application as well as including coverage from the phonics and spelling elements of the curriculum.

Punctuation and grammar is taught at the point of writing, with diagnostic assessment used at the beginning of units to determine children's prior knowledge and understanding. Discrete grammar lessons or revisiting of grammar objectives are taught when needed.

Writing Process

The writing process is developed throughout a unit of work with short application tasks leading to an extended final writing outcome. The teacher is the expert in the room, constantly modelling process. We are developing staff and pupil knowledge of the different forms of editing from proofreading for errors to revising for cohesion and intent. Fit time (Focus Improvement Time) is used successfully across the school for pupils to be able to respond to the teachers marking and feedback and improve writing.

Support and challenge

Plans are adapted to account for the needs of all St Ignatius pupils. Where appropriate, interventions are planned for, in addition to the English lessons. All children know their personal writing target to improve the quality of their own writing. Through professional dialogue and work scrutiny, teachers are developing their skills in assessing pupils as writing and planning for their individual needs. This is an ongoing process.

Purposeful and joyful writers

Our intent is always for children to write purposefully. We create real audiences for children's writing beyond the school community; letters, tweets and leaflets are sent to the intended audience and responses celebrated. Writing is celebrated in school through display and sharing examples of brilliance between phases.

Inclusion

Experience Days are built into the teaching sequence of fiction units to enhance enjoyment, raise excitement and preparedness for writing. These also ensure that all children have the same knowledge and ideas to incorporate into their writing. Units are structured to enable all pupils to achieve success in their independent writing.

Lessons and resources are scaffolded to support children with additional needs to enable them to keep up with the pace of lessons.

Faster read sessions give learners with lower reading fluency access to age-appropriate texts. Hearing texts beyond their fluency level will also ensure that these learners are having opportunities to extend their vocabulary. These sessions are taught several times a week from Year 2 through to Year 6 to ensure that all pupils become and remain fluent readers. This supports their understanding of the texts they read and enables greater levels of comprehension. For learners who have not mastered the phonics code, books should match their phonic knowledge until they can read familiar words speedily and unfamiliar words accurately. For learners in KS2 with gaps in their phonics knowledge, continuation of phonics lessons at their level are essential.

Curriculum Impact

Regular assessment is essential to ensure that learners are reading at the most appropriate level and that gaps are identified and addressed. Assessments are formative and summative, including:

- Learning walks

- Book looks

- Pupil voice

- Comparative assessment piece of writing for Y 1 – 6 based on the same stimulus (3 x a year) - Trust moderated

- PIRA

- Salford

Regular staff discussions take place when any gaps/ issues with the schemes or approaches are analysed.