



INTENT:

Our English curriculum supports the aims and objectives of National Curriculum 2014.

We believe -

- Everyone has the right to be literate - a life skill.
- English skills allow access to the whole curriculum.
- Children should develop a love for books that lasts a lifetime.
- Children should learn to write for many different purposes.
- All English objectives should be embedded into work in all other subjects including opportunities to edit written work and present outcomes in different ways.
- Cross - Curriculum links are important and the best way to teach non-fiction genres
- Children's reading development should be a partnership between parent and school.
- Children should have access to good quality and new books - both fiction and non-fiction.
- CPD, based on research, enables us as practitioners to adapt our teaching to best benefit our pupils.
- Teachers need to have a strong, connected understanding of the subject being taught and to keep up to date with new children's literature.

IMPLEMENTATION:

We use the Programmes of Study and the Grammar and Spelling Appendices from the National Curriculum to guide our long-term planning and ensure progression.

English - Year 2-6

20 mins per day of Spelling/Phonics - RWI Spelling Scheme (as appropriate)

3 hours per week - Text/ Novel/ Poetry/ Plays study lessons to cover all fiction reading and writing objectives over the year including speaking and listening (performance) previously taught SPAG objectives with an emphasis on vocabulary incorporation and editing opportunities

1 hour per week of teaching of specific PAG objectives including handwriting if required - to then feed into future lessons

1.5 hours every other week - extended independent writing task based on visual/ film stimuli or from current novel.

1 hour every two weeks for independent reading comprehension task - opportunity for children to sustain independent reading of a piece and then answer questions on it - demonstrating previously taught skills and progression. Build up the challenge accordingly.

VIPERS - for reading comprehension.

Book Talk sessions - at least one 15 minutes session per group every two weeks - can be incorporated into the 3 hour English sessions but not PAG or extended writing sessions. Could also run during topic sessions. The aim of these sessions will depend on the age and ability of the children involved however their primary aim is to encourage a love for books and teach discussion skills.

One of the extended independent writes per half term should be in the Independent Writing Book to show progression.

Children should learn a poem off by heart at least once each half-term.

Words, Wonderful, Words - vocab display in each room or as part of working walls..

English - EYFS and Year 1

5 hours per week RWI Phonic Scheme.

The RWI scheme should be supplemented with opportunities to read, study and enjoy other books together in groups and as a class, including poetry.

There should be an opportunity for independent extended writing which incorporates previously taught SPAG and sentence work every two weeks - this can be taken from any stimuli or topic work.

One of the extended independent writes per half term should be in the Independent Writing Book to show progression (from February for EYFS or as per ability).

What English lessons look like in our school:

- Teachers give children the opportunity to review previous learning, provide models for the kinds of responses pupils are required to produce, provide adequate time to practise and embed skills securely and scaffold new learning.
- Majority of lessons are based around a class novel or film.
- Flexible mixed ability groupings / seating in place to allow children to work with different people over the course of time.
- Lots of talk and discussion - whole class and pair.
- Mini-quizzes of new knowledge and vocabulary are used to encourage better organisation of a pupil's knowledge and to encourage their metacognitive monitoring.
- Mini plenaries to share ideas, pose questions, challenge choices, magpie.
- Cursive script encouraged when writing.
- Encourage use of dictionaries/ thesaurus as appropriate.
- Teachers pre-teaching or re-teaching vocabulary and/or grammar points as appropriate
- Sufficient time allowed for children to edit and improve their work and to undertake peer review in lessons.

This is what we do:

- Planning includes discrete focus on reading decoding and comprehension, vocabulary, spelling, grammar, technical accuracy, handwriting and composition/effect of writing followed by reflection to drive next steps learning and planning; SMSC.
- Emphasis on quality first teaching.
- Positive use of mistakes/misconceptions- learning environment.
- Regular book scrutiny, learning walks, planning audits, pupil perceptions.
- Whole school CPDL.
- Raise the profile of English through workshops, newsletters, competitions.

IMPACT:

This is the impact of the teaching:

- Confident children who can read fluently (decode and comprehend), write accurately, spell proficiently, talk about books, poem and films and their own ideas positively.
- Children who achieve success and enjoy at their current level of development.
- Teachers who constantly develop subject skills and increase their knowledge of children's literature.

This is how we monitor the impact:

- Tracking grids submitted to HT each term for analysis based on end of year age expectations.
- Pupil progress meetings - involving teacher, subject lead and HT/AHT.
- Teacher assessment/ targets.
- Marking and feedback.
- Photo/video evidence of talk sessions or performances of own work or recitals.
- Targeted use of TAs - TA's noting and recording learning observations of individual children.
- TA/Teacher conversations and feedback time.

This is how we use intervention:

- Small group additional teacher support for reteach of identified areas from half termly grids on specified children.
- Quick response intervention (re-teach in books), following marking / assessments with identified children.
- Pre-teaching to specific groups of children.

This is how we challenge the HAP:

- Direct to new or challenging children's literature through teacher recommendations.
- Challenging vocabulary work.
- Allow freedom to choose own writing styles or stimuli.

Appendix:**Long Term Plan for English 2018-2019**

Year	Narrative Units	Poetry	Authors, Playwright & Poets
1	Stories with familiar settings Stories from different cultures Traditional stories and Fairy Tales, including Plays.	Nursery Rhymes using the senses Pattern and Rhyme Poems on a theme	Julia Donaldson Jez Alborough Shirley Hughes Anthony Browne Oliver Jeffers Alan Ahlberg
2	Stories with familiar settings Different stories by the same author Traditional stories Extended stories	Shape Poems Really Looking Silly Stuff	Mairi Hedderwick Jeremy Strong Judith Kerr Michael Rosen
3	Stories with familiar settings Myths Adventure and Mystery Dialogue and Plays	Performance Poetry Shape poetry and calligrams Language Play	Anne Fine Dick King Smith Micheal Foreman A Browne Kit Wright
4	Stories with Historical Settings Stories set in Imaginary Worlds Stories from other Cultures Stories that raise issues and dilemmas Plays	Creating Images Exploring Form	Michael Morpurgo Gillian Cross C S Lewis Francesca Simons David Walliams Christina Rossetti
5	Novels and stories by Significant Children's Authors Traditional stories, fables, myths and legends Older Literature Dramatic Conventions Stories from other cultures	Poetic Style Classic and Narrative Poems Choral and Performance Poems	Roald Dahl Philip Pullman JK Rowling Jaqueline Wilson Alfred Noyes Robert Louis Stevenson
6	Detective Stories Short and shocking stories Extending Narrative - Adventure stories Short Stories with flashbacks Stories with historical setting	The Power of Imagery Finding a Voice - poems that address issues	Louis Sachar Malorie Blackman Morris Gleitzman William Shakespeare Charles Dickens Ted Hughes Benjamin Zephaniah

Non - Fiction: Reading and Writing

Relevant and varied types of non-fiction reading and writing will be undertaken by all year groups through other subjects. This should include a mixture of report, explanation, instruction, journalistic, persuasive, and recount. This should also be in a variety of forms including letters, leaflets, web pages, newspaper articles etc.

Spoken Language, Grammar, Punctuation and Spelling

Is to be taught by all year groups in line with the 2014 National Curriculum guidelines