



Curriculum Intent

It is our intention when teaching the English curriculum, that our pupils acquire the necessary knowledge, skills and understanding to become lifelong learners and linguists. We strive to ensure that all our pupils receive a well-rounded learning experience when reading, writing, speaking and listening, which will equip them with the fundamental tools to achieve, throughout their learning journey at Edgar Stammers Primary Academy, and beyond. It is our intention to immerse pupils in the wonders of high-quality texts to instil a love for reading, a passion for discovery and a confidence to explore their imagination. In order to achieve this, teachers provide texts from The Five Plagues of the Developing Reader Spine and CLPE (Centre of Literacy for Primary Education). This forms part of our Curriculum Promise and helps to ensure our children receive the knowledge and cultural capital to succeed in life.

English is a core subject of the National Curriculum and a prerequisite for educational and social progress, as it underpins the work undertaken in all other areas of the curriculum. The acquisition of language skills is of the utmost importance to us here at Edgar Stammers Primary Academy and therefore, the teaching of all aspects of English is given a high priority within school. Confidence in basic language skills enables children

to communicate creatively and imaginatively, preparing them for their future journey through education and beyond.

Our intentions are that children will;

- Learn how to read and write with fluency, understanding and confidence, developing a range of independent strategies to take responsibility for their own learning
- Be encouraged to develop a love of reading and to read for enjoyment
- Develop their ever-growing vocabulary, through an interest in words and their meanings
- Experience a range of text types and genres, across a range of contexts, to develop their understanding
- Learn to write in a variety of styles and be able to apply characteristic features of texts to their own writing
- Write for various purposes and for a range of audiences
- Develop a technical vocabulary with understanding of grammatical terminology
- Learn how to apply grammatical terminology in their own writing
- Have the opportunity to write for pleasure; to explore and develop their own ideas
- Listen to stories being read aloud, daily, both in school and externally

Curriculum Implementation

Our English curriculum is derived around a sequence of high-quality age-appropriate texts. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Curriculum Impact

We strive to ensure that our children's attainment is in line with, or exceeds, their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment, or from their starting point in Nursery. We intend the impact of our English curriculum will ensure

our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Direct Impact

- Pupils will enjoy writing across a range of genres.
- Pupils of all abilities will be able to succeed in all English lessons, because work will be appropriately differentiated and scaffolded.
- Pupils will develop a wide vocabulary that they use within their speech and writing.
- Pupils will have a good knowledge of how to adapt their writing based on the context and audience.
- Pupils will leave primary school being able to effectively apply spelling rules and patterns they have been taught.
- Parents and carers will have a good understanding of how they can support spelling, grammar and composition at home, and contribute regularly to homework.

Statutory Requirements

Statutory requirements for the teaching and learning of English are set out in the National Curriculum in England and in the Early Years Foundation Stage Curriculum.

The aim for English in the National Curriculum is to promote high standards of language and literacy by allowing children to develop a strong command of the spoken and written word, and to develop their love of literature.

From EYFS to Year 6, the national curriculum for English aims to ensure that all children:

- 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.

EYFS

In EYFS children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

Key Stage 1 (Year 1 & Year 2)

In Key Stage 1, children learn to speak confidently and listen to what others have to say. They learn to read and write independently, at length. They use language to explore their own experiences and imaginary worlds. Reading is promoted in all subjects as a tool to access other subject areas and knowledge.

Key Stage 2 (Years 3 - 6)

In Key Stage 2, children learn to change the way they speak and/or write to fit different situations, purposes and audiences. They encounter a range of fiction, non-fiction and poetry. They explore the use of language in literary and non-literary texts and learn how the structure of language works. Children in Key Stage 2 develop their knowledge and understanding of grammatical terminology.

Whole Class Book Studies: Reading and Writing

Reading is a high priority area of our English curriculum at Edgar Stammers Primary Academy. Reading is a fundamental skill, used to stimulate children's imaginations and acquire a love for books. A centralised aspect of our 'Book Studies' is to ensure reading influences the thoughts, feelings and emotions of all our learners.

From Year 1, class texts are selected from The Five Plagues of a Developing Reader Spine: Archaic Language, Non-Linear Time Sequences, Narratively Complex Books, Figurative/Symbolic Text Texts and Resistant Texts. The idea is that in each year, a child will cover all five plagues of reading so that, by the time they reach Year 6 and beyond, they have a good understanding of all of them and are able to access the more complex books, expected of them in secondary schools. The five plagues of reading spine only considers narratives and poems, so we ensure children are exposed to a good balance of topic appropriate non-fiction books to help further develop children's background knowledge of the subject they are studying.

Class teachers also select high quality texts to read and/or study from CLPE (Centre of Literacy for Primary Education). It is these texts, along with texts from the five plagues spine, which provide children with purposeful and exciting writing outcomes of fiction, non-fiction and poetry genres/structures.

Subject Organisation

EYFS

In EYFS, children have daily Read, Write, Inc (RWI) lessons in preparation for early reading and writing. A wide range of exciting Learning Labs provide children with opportunities to develop their communication, language and literacy skills on a daily basis with a focus on child initiated activities. As well as a Writing Area, which provides children with a range of materials with which to experiment and practise mark marking/letter formation (and eventually to practise taught skills), other Labs are enhanced to provide children with the opportunity to read and write in a range of contexts. Vocabulary is taught explicitly through a variety of methods. This vocabulary becomes priority for children to use in their speech/conversations and then applied to their writing. A range of resources in the outdoor area provide valuable opportunities to engage children in writing for pleasure. They also have access to a vast range of texts, including fiction and non-fiction. Children enjoy daily 'story time' so they become familiar with stories and authors and begin to develop a love of reading. Classroom reading areas are inviting and offer children a wealth of vocabulary, background knowledge and stimuli to develop their imaginations.

Adult led activities in EYFS are usually linked to stories, poems or nursery rhymes or to cross curricular Topics. From when they start school, children learn that writing can have a range of purposes and they begin to explore the features of different types of writing.

Key Stage 1 (Year 1 & Year 2)

In Year 1, children receive a daily RWI (Read, Write, Inc). English lessons are based around a high-quality text and writing outcomes are carefully and thoughtfully planned, enabling the children to write for different purposes and audiences. Writing outcomes will be a range of fiction, non-fiction and poetry. A variety of drama techniques are used to support children's writing; these include: hot-seating, readers' theatre and conscience alley. Spelling rules are taught as and when throughout the year to complement RWI. Grammar, punctuation and vocabulary are carefully planned and taught to ensure the children learn how to write effectively, for effect on their reader. Vocabulary is taught explicitly through a variety of methods and children are then shown how to apply this to their writing. Oral composition is heavily focussed on so that children are very clear on what they would like to write. Teachers model and encourage children to use the sentence mantra: Think it, Say it (Happy?), Write it, Read it and Check it.

Children have 1:1 reading sessions as well as guided reading and are encouraged to develop a love for reading through daily story time. Weekly 'book talk' sessions ensure that children talk about books and read aloud.

In Year 2, children receive daily RWI (Read, Write, Inc) lessons, which encompass Spelling, Punctuation, Grammar and Vocabulary. Daily English lessons are based around a high quality text, which lead to carefully and thoughtfully planned short and extended

writing outcomes, enabling the children to write for different purposes and audiences. Writing outcomes will be a range of fiction, non-fiction and poetry. Grammar, punctuation and vocabulary are carefully planned and taught to ensure the children learn how to write effectively, for effect on their reader. Drama techniques, such as: hot-seating, readers' theatre and conscience alley are used to prepare children for writing. Vocabulary is taught explicitly through a variety of methods and children are then shown how to apply this to their writing. Oral composition is heavily focussed on so that children are very clear on what they would like to write. Teachers model and encourage children to use the sentence mantra: Think it, Say it (Happy?), Write it, Read it and Check it.

Children have 1:1 reading sessions as well as guided reading and are encouraged to develop a love for reading through daily story time. Weekly 'book talk' sessions ensure that children talk about books and read aloud.

Key Stage 2 (Years 3 - 6)

In Key Stage 2, first and foremost, children have English lessons in which they focus on writing outcomes based on high quality texts and a range of text types. During Key Stage 2, children can expect to tackle a range of writing tasks, including (but not limited to):

- Stories (including a variety of genres such as myths & legends, adventure, mystery & suspense)
- Letters
- Play scripts
- Biographies
- Recounts
- Instructions
- Glossaries
- Explanations
- Debates
- Haikus
- Poems

Children will also learn to write in a range of styles, including:

- Writing persuasively
- Writing in a journalistic style
- Writing formally/informally
- Writing arguments

Daily English lessons are based around a high quality text, which lead to carefully and thoughtfully planned short and extended writing outcomes, enabling the children to write for different purposes and audiences. Writing outcomes will be a range of fiction, non-fiction and poetry. Grammar, punctuation and vocabulary are carefully planned and taught to ensure the children learn how to write effectively, for effect on

their reader. Drama techniques, such as: hot-seating, readers' theatre and conscience alley are used to prepare children for writing. Vocabulary is taught explicitly through a variety of methods and children are then shown how to apply this to their writing. Spellings are taught discreetly in short sessions of two/three a week. Teachers use Rising Stars spelling programme to plan and teach spelling rules on the KS2 programmes of study. Each child has a 'Super Spelling Book' which lists the statutory words to be learnt for their year group. The children are also encouraged to visit our school library, with visits to a local library and a "main" city library included in the Curriculum Promise ().

Approaches to Writing

In the English curriculum 2014, the writing process, which the children will be taught, is plan - draft - evaluate/ edit - proof-read - present.

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the audience / reader. Particular attention is paid throughout the school to the formal structures of English: grammatical detail, punctuation and spelling with children understanding how these impact upon composition and effect.

Throughout Early Years, Key Stage 1 and Key Stage 2, writing forms a huge part of our Book Studies in place across the school. Writing opportunities are sourced and developed based on the class text within each year group. Our curriculum allows children to have the opportunity to explore rich, high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of this is flexible and class teachers are then, in turn, able to apply their own creativity to cover the objectives.

Throughout the school, teachers are flexible in their selection of teaching models for English. However, all teachers use approaches from CLPE:

Some of the main teaching approaches are:

- Bookmaking and Reading Journals
- Debate and Argument
- Drama, Role Play and Conscience Alley
- Reading aloud and Re-reading
- Role on the wall
- Shared Writing
- Story mapping
- Tell Me - book talk

Children in all Key Stages are given opportunities to write in a range of contexts, for a variety of purposes, and have regular opportunities to write at length in extended

independent writing sessions. Teachers teach children how to 'magpie' language/vocabulary/ideas from other authors and one another, and how to do so effectively. Children learn to 'Read as a Writer' and 'Write as a Reader'.

Whole school text-based units (Nursery to Y6) are planned every term to provide enjoyable writing opportunities which engage, enthuse and motivate children to produce good quality writing and take part in a whole school shared experience.

Handwriting

As a school, we use the PenPals Handwriting scheme in EYFS and then teachers follow a scheme of handwriting to help children develop fluent, clear and legible handwriting. Letter formation, heights, sizes and joins are taught to the children using ICT software and a handwriting repeater.

On entry, our Foundation Stage children are involved in varied activities to develop essential prewriting skills in line with the Early Learning Goals; there is much focus on developing gross and fine motor skills and strengthening muscles in the arms and fingers. We use 'Dough Disco' and many playdough activities to increase muscle strength. Children are also introduced to the individual letters, through the PenPals scheme, and rigorously taught correct formation, from the very beginning of their time in school. From the time that children are ready, they are taught to sit with a good posture and to hold a pencil with the correct grip.

In late KS1/early KS2, children will begin to join their writing. **It is important to note that children MUST form all letters correctly before moving on to joining letters. This is on an individual basis - not based on age.**

The teaching of handwriting is planned across school, with EYFS practising daily, KS1 daily or at least three times a week, twice a week in LKS2 and as needed in UKS2. Children are expected to apply their neat cursive handwriting to all of their writing across the curriculum, but to also understand when there is a need for 'quick' handwriting and not necessarily their best (but still legible), for example: when making notes from a video/spoken presentation, or when limited time has been given for research. When children draft their writing, this does not have to be their very best handwriting. However, high expectations must still remain and this gives KS2 children opportunities to write neatly and quickly, but with accuracy.

Gold stars are used to reward application of taught handwriting to writing across the curriculum. Every half term, each teacher chooses the most improved/consistent boy and girl hand writers in their class, who receive a certificate and prize. Children in KS2 have many opportunities to write in pen.

It is expected that all teachers, teaching assistants and student teachers, when handwriting, model high expectations at all times i.e. when writing on the board or in children's books.

Reading Approaches

There are many, and varied, opportunities for the teaching of reading skills, both explicitly in English related sessions and across the full curriculum. These include:

- The teaching of phonics (RWI)
- Basic sight vocabulary
- Whole class guided reading focussed on a high quality text (the class text being studied)
- The teaching of reading in KS1 (in set groups)
- Shared reading within other curriculum areas
- Reading to the children, modelling appropriate reading skills
- Every class being read to by their teacher EVERY DAY; this will be a single story or longer text read over time
- Teaching age appropriate skills to be able to read for both comprehension and inference

EYFS and KS1 children take home a RWI book that is suitably matched to their developing phonological knowledge and decoding skills. Rigby Star texts are used for guided reading lessons. Reading strategies are modelled daily by teachers and children have the opportunity to develop these and discuss texts in detail. Children in KS2 that did not meet National Expectations at the end of KS1 continue with a discrete guided reading lesson each week to enable them to fully achieve the word reading and skills for comprehension. These children are still exposed to the year group text through their English lessons, keeping in line with year group expectations.

Children have the opportunity to read 1:1 with an adult at least once per week. Pupil Premium, greater depth children and children who read less frequently at home, read more often in school. As children move through school (or become more able readers), opportunities for sustained independent reading are provided.

In EYFS and KS1, children take home a reading book to be shared with parents. Each child keeps a 'Reading Record' in which parents and teachers share information about a child's reading. Parents are encouraged to read with children every day, a minimum of three times a week, with school recording who has read at home. Information is provided by teachers at the start of each school year to ensure parents know how best to support their child in reading. The school has a variety of reading scheme books that are classified using 'book banding' guidelines. Children move progressively through the levels within the guidelines (as required) until they become 'free readers'. Children have access to library books, too.

In KS2, children have more responsibility for selecting books to take home and read. The expectation is that children are able to read independently by this Key Stage. Until the end of Year 4, children remain on 'book banded' home reading books, but this is supplemented with the child's choice of library book. Children in KS2 who do not meet national expectations for their age may continue to read with a teacher or adult frequently, or intervention is put in place to support their reading. Although children in KS2 are likely to read without a parent/carer, we still encourage all readers to share books at home with their family as we want children to develop a lifelong love of reading.

As a school, we recognise the value of reading aloud to children to model appropriate use of story language and reading with expression. We want to enthuse them with a love of books and inspire them as writers. Children have the opportunity to participate in lots of exciting and rewarding activities linked to reading, including:

- World Book Day celebrations
- Roald Dahl Day celebrations
- Scholastic Book Fair
- National Shakespeare Week
- Author visits

Every classroom has a designated reading area, which are inviting, relaxing and contain many different types of fiction, non-fiction and poetry texts. Reading areas keep to a set of non-negotiables, with pupil voice at the heart of these. Texts are updated regularly, keeping in line with the five plagues but also new literature released.

At the start of the school year, teachers learn about children's attitudes and thoughts/feelings about reading by conducting attitudinal data. This data shows which children can read and do; can read but don't; can't read and don't try, and can't read but try. This is separated into boys and girls. Alongside this, children complete a questionnaire which explores their thoughts and feelings about reading, their knowledge of books and authors, and the experiences they receive at home.

The main findings are analysed, staff share findings and ideas, and provision is adapted accordingly to improve children's attitudes/broaden their reading experiences. The questionnaires and attitudinal data are then carried out again six months later; the findings are again analysed.

Reading for Pleasure

At Edgar Stammers Primary Academy, we encourage a 'reading for pleasure' ethos through daily reading sessions, class story time, library time, outdoor reading, reading challenges, author visits and reading events, such as World Book Day. Children have independent access to a wide variety of high-quality texts in book corners and the

school library. It is these tools and opportunities that we believe give our children the necessary skills to become thoughtful and confident readers for life.

Teachers nurture a love of books by introducing books with enthusiasm and enjoyment, promoting a sense of wonder and expectation as the book is explored. Teachers use quality texts in all aspects of their teaching across the curriculum and provide opportunities that extend and enrich the children's learning. Each time the children begin a new book study, they first become familiar with the author, their style of writing and other books written by that author.

Each week, we spend time enjoying reading for pleasure in our library. When we read for pleasure, children can choose the books they wish to read and enjoy. They can choose to share a book with a peer, choose to read topic books related to our wider curriculum or listen to an adult reading aloud to them. Most importantly, for true reading for pleasure to take place, children are often given the choice to read.

Additionally, every day, pupils end the school day by sharing a story in their classrooms; adults read a class book aloud to the children to further promote a love for reading. Teachers share and discuss books they're interested in and read their personally chosen books whilst the children read theirs.

Planning formats

The school uses the English National Curriculum (2014) to support staff in planning, delivering and assessing the teaching and learning of English. LTPs (Long Term Plans) are created by teachers to show text coverage across the whole school. From this, teachers carefully plan writing outcomes on a Medium Term Plan (MTP). MTPs identify what composition, vocabulary, punctuation, grammar and text is to be taught each half term. Learning objectives are planned carefully and outlined on the MTP, with the success criteria hyperlinked. Teachers also show how greater depth writers' needs will be met. As two teachers plan in each year group, for parallel classes, differentiation is planned for at that point. Short term planning is in the format of flipcharts to create a 'learning journey' to use with the children. The flipcharts include the date, learning objective and steps to success. High-quality resources are used in the children's books to engage them, demonstrate learning and to create books our children are proud of.

Assessment and Target Setting

Formative and summative assessments are carried out regularly to ensure that the teaching of Reading and Writing is focused on children's needs.

In Y1, children take a statutory Phonics Test to test their decoding skills. In Years 2 and 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar. In all other years, children take termly formal assessments in Reading,

Spelling, Punctuation and Grammar (GL Assessments). Short term writing targets are provided through verbal/peer or written feedback.

Formative Assessment of Writing

On a daily basis, the children receive feedback on their attainment in lessons. In addition, all teachers use Entrust Skills Grids to assess independent writing. These grids match the English programmes of study for each year group. A small selection of children are assessed, and others' writing is 'compared' to theirs. Teachers use the grids to plan for progression and set next steps. **It is important to note that these skills grids are used effectively as a planning tool.** This ensures teachers have a clear understanding of children's progress and can accurately assess their attainment every term. Moderation of writing takes place termly within school, but also across the Trust. The English leader quality assures judgements.

Formative Assessment of Reading

Teachers teach the reading domains through the VIPERS. Daily guided reading lessons enable teachers and pupils to discuss the VIPERS and therefore, teachers can plan the VIPERS based on the needs of their class. Objectives are taken from a reading progression document to ensure coverage of the National Curriculum across KS1 and 2. Teachers plan reading in their year groups and differentiate accordingly. Moderation of reading takes place termly within school, but also across the Trust. The English Leader quality assures judgements.

Approaches to Speaking & Listening

Speaking and listening are fundamental to good communication for us all, and are independent of ability in reading and writing. We recognise the importance of being aware of skills children have already acquired in order to build on this foundation. From entry in EYFS, children are given opportunities to develop and learn new skills in formal and informal settings, both in and outside of the classroom.

Children are encouraged to speak clearly and listen carefully, and both speaking and listening are stimulated in a range of ways, including;

- Listening to and responding to stories, rhymes, poems, songs and games from various cultures
- Responding to visual and aural stimuli, such as pictures, paintings, radio or film clips
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Using talk partners in **all** curriculum areas
- Describing/recounting events

- Storytelling and reading aloud
- Reciting lines, songs or poems learned by heart in school plays or presentations
- Imaginative play (not just in EYFS) for example, roleplay, use of puppets or drama
- Circle time
- Assemblies
- Debates (KS2)

Any child thought to require the support of a Speech & Language therapist is referred in accordance with our SEND policy.

Writing throughout the Curriculum Opportunities

Teachers plan carefully for children to practice and apply the Knowledge, skills and understanding acquired through English lessons to other areas of the curriculum. This is a priority in KS1. Because of this, children from EYFS to Year 6 are provided with outstanding opportunities for cross curricular writing.

The curriculum subjects allow children to write for a range of purposes, in a variety of contexts. We believe that providing these multi-subject opportunities helps children to develop a love of writing, as well as instilling in them that all writing has a purpose.

Within lessons across the curriculum, it is also necessary to incorporate the good practice seen in English lessons as follows:

- Having high expectations of children's handwriting
- Identifying, highlighting and correcting the poor use of punctuation, such as capital letters and full stops
- Using speaking frames and modelling good speaking to encourage the children to respond appropriately in full sentences

Inclusion in English

The needs of all children are considered carefully when planning and teaching English at Edgar Stammers Primary Academy. We want children to reach their full potential. Where necessary, teachers identify which children are not making progress and take steps to improve their progress and attainment in English, usually in liaison with the SENCO. More able and talented children are identified and suitable learning challenges are provided.

Equal Opportunities

At Edgar Stammers Primary Academy, we have high expectations for **every child**, whatever their background, ability or circumstances. We know that children learn best when they are healthy, safe and engaged. In order to engage all children, cultural diversity is celebrated. Our English curriculum includes a wide range of texts and other resources which represent a variety of cultures and backgrounds. We value what each individual child brings to our school.

Role of the Subject Leader

Our subject leader for English is Mrs Taylor. The subject leader is responsible for maintaining/improving the standards of teaching and learning in English by:

- Leading on the intent, implementation and impact of the subject
- Monitoring and evaluating English; pupil progress, planning, marking & feedback, curriculum coverage, teaching, role of teaching assistants, English provision
- Taking the lead in policy development
- Auditing and supporting colleagues in CPD
- Purchasing/organising resources
- Keeping up to date with developments in English

Parental Involvement

We hope to involve parents as much as possible in school life, and thus in the development of children's skills, knowledge and understanding in English. Parents/carers have the opportunity to meet with their child's class teacher at least twice a year as Teacher Consultation Meetings. They receive an end of year report at the end of the summer term. Information about their child's standards, achievements and future targets in English is shared at these times and also ways that parents/carers may be able to assist with their child's learning. Parents/carers are encouraged to assist children with their homework and home reading and to attend Teacher Consultation Meetings.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)