



Cledford Primary School and Gainsborough Primary & Nursery School

A Federation of Cheshire East Primary Schools



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Establishment Number: 3821

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Establishment Number: 3810

School Principal: Mr C Adlington

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Federation Curriculum Policy - English

Reviewed: November 2022

Signed:

Mrs J Sercombe (Chair of Governing Board)

Mrs AJ Booth (Federation Headteacher)

Mrs J Nurse (School Principal GPNS)

Mr C Adlington (School Principal CPS)

Next Review Date: October 2023

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Statement of Intent, Implementation and Impact

English is at the heart of our curriculum in our federation. Our curriculum is designed with the intent that all children will become fluent readers who have a love of reading and an appreciation of the value of books, and creative writers with a sound understanding of grammar and technical features. Our personalised, culturally rich, spiral curriculum that we have developed instils in all children a love of reading and writing that will hopefully last them a lifetime. Through our use of high quality, cross curricular texts and vocabulary rich environments, our children are exposed to a language heavy, creative English curriculum. The *National Curriculum in England: English Programmes of Study* (Appendix 1) forms the foundation of our curriculum here at Our federation but we ensure that our children gain additional skills, knowledge and understanding by enhancing and personalising our curriculum, when necessary, to ensure that they know more, remember more and understand more. Through the curriculum we have developed we encourage all children to be motivated, reflective and resilient learners.

Intent for learning (writing)

Writing is an integral part of our curriculum in our federation. We want every child to leave our school with the skills of a competent writer who:

- can write creatively, fluently and accurately regardless of genre or topic
- has acquired an understanding of the mechanics of spoken and written English through their knowledge of grammar and punctuation
- can spell words accurately that comply with the spelling rules that they've been taught or that are contained in the statutory word lists
- can write in a clear, consistent and legible style, taking a pride in the presentation of their handwriting
- has a rich and varied vocabulary to allow them to comprehend others and to express themselves clearly both in spoken and written form
- applies the skills of editing to improve their writing

The wider curriculum in our federation is designed so that our pupils have regular and frequent opportunities to use and apply the writing and spoken language skills that they have acquired during English lessons in a range of different contexts.

Implementation of learning (writing)

High quality texts are at the heart of our curriculum and a text based approach to writing is used to ensure our carefully planned and sequenced writing opportunities offer pupils the chance to write in a range of styles and for different purposes across the curriculum. Each text is carefully selected in order to promote engagement, a love of reading and quality writing from each child. We teach pupils to structure and organise their writing to suit the genre in which they are writing, considering possible reader impact and how this can be best achieved.

Writing skills are not just taught discretely in English lessons but throughout the day via cross curricular writing opportunities. We promote the learning of new vocabulary through discussions around the literature studied and develop confidence in the use of new vocabulary through regular opportunities for using it.

The teaching of spelling in our federation is sequentially planned to build upon prior knowledge. There are regular timetabled spelling sessions across Key Stage 2 (KS2) and phonics sessions in Key Stage 1 (KS1) and the Early Years Foundation Stage (EYFS). Pupils learn spelling rules, common exceptions words and irregular spellings.

Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Teachers sometimes focus on particular grammar and punctuation skills as separate stand-alone lessons, if they feel that the children need additional time to embed and further develop their understanding or to consolidate skills.

Impact of learning (writing)

Our writing curriculum is high quality, well thought out and is planned to demonstrate progression. Children leave our federation as confident writers. They are able to write creative and engaging pieces, in a well-structured, technically accurate way. Our children are able to express their views clearly and articulately both verbally and in written form.

We aim for the % of pupils working at ARE at the end of each key stage to be at least in line with national averages and for there to be no significant gaps in the progress or attainment of different groups of pupils.

Intent for learning (reading)

We value reading as a life skill and we are dedicated to enabling our pupils to become lifelong readers; we are committed to fostering a love of reading. We strive to teach children to read effectively and quickly, using the *Read, Write Inc (G.P.N.S)* and *Little Wandle (Cledford)* programmes which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words. We believe that teaching children to read and write independently, as quickly as possible, is essential. These fundamental skills not only underpin the rest of the curriculum but also have an enormous impact on children's self-esteem and their future life chances.

In our federation we:

- teach children to read with fluency and expression. Through our curriculum, children develop their ability to comprehend and critique a variety of texts across different genre
- give pupils the opportunity to apply their reading skills across the curriculum
- have a wide range of quality texts available in our library for the children to read at home and school
- understand the importance of sharing and exploring high quality texts

Implementation of learning (reading)

We teach daily systematic phonics lessons in every class from EYFS through to year 2 and additionally in Key Stage 2 where required. Teachers use continuous assessment for learning to ensure the children are stretched and challenged and those children that require additional support are identified so they 'keep up, not catch up'. Phonics is clearly linked with early reading with children receiving daily morning reads in small groups as part of their phonics lessons. Across EYFS and KS1, pupils' reading books are matched to their knowledge of phonics and ability to read 'tricky words' so that they experience early reading success as well as consolidating the learning that takes place within the taught phonics lessons.

In KS2, pupils are taught reading through daily Guided Reading (Book Club) sessions where they experience a variety of different genres and authors, learn comprehension skills and are exposed to a rich and varied vocabulary. We use the VIPERS model to structure our sessions.

Reading skills are also taught through lesson starters in other subjects, giving children the opportunity to develop and apply their reading skills across the curriculum.

Pupils who experience difficulties in learning to read are supported through the FFT intervention which is delivered 1 to 1 by trained staff daily.

In our federation, we promote the importance of reading and foster a love of it in a variety of ways:

- Children are read to by an adult every day, in a protected timetabled session.
- Reading is celebrated in every classroom with designated areas for reading and high quality reading material that is easily accessible
- The importance of reading is enhanced through the delivery of parent workshops for reading and phonics and regular parent stay and read sessions
- Subject specific texts which link with other areas of the curriculum and texts that can be read for pleasure books are available in each classroom.
- We make full use of the Education Library Service to further support the reading resources in school

Impact of learning (reading)

Through the teaching of systematic phonics, our aim is for all children to become fluent and competent readers by the end of KS1. Pupils can then focus on developing further their fluency and comprehension as they move through the school.

Although it is our aim for the % of pupils working at age related expectations at the end of each key stage to be at least in line with national averages and for there to be no significant gaps in the progress or attainment of different groups of pupils, we firmly believe that reading is the key to all learning and the impact of our reading curriculum goes far beyond assessment results. We want children to leave our federation as life-long readers who will read for pleasure and who are able to reference a wide range of different authors, from different literary traditions and genres. We hope that as children move on from us to further their education and learning that their passion for reading travels with them and continues to grow and develop as they do.

1. Legal Framework

1.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: English programmes of study' (Appendix 1)
- DfE (2017) 'Statutory framework for the early years foundation stage' (Appendix 2)

2. Roles and Responsibilities

The English subject leaders are responsible for:

- preparing policy documents for the subject.
- reviewing changes to the national curriculum and advising on their implementation.
- monitoring the learning and teaching of English, providing support for staff where necessary.
- ensuring the continuity and progression from year group to year group.
- encouraging staff to provide effective learning opportunities for pupils.
- helping to develop colleagues' expertise in the subject.
- organising the deployment of resources for English, including completing an audit of resources.
- liaising with teachers across all phases.
- communicating developments in the subject to all teaching staff.
- leading staff meetings and providing staff members with the appropriate training.
- organising, providing and monitoring CPD opportunities in the subject, including coaching.
- ensuring common standards are met for recording and assessment.
- advising on the contribution of English in the wider curriculum, including cross-curricular and extra-curricular activities.
- using the data analysis provided by the school SLT to set new priorities for the development of English in subsequent years.

Classroom teachers are responsible for:

- acting in accordance with this policy.
- ensuring progression of pupils' English skills, with due regard to the national curriculum.
- planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- liaising with the English subject leaders about skills, resources and supporting individual pupils.
- monitoring the progress of pupils in their class and reporting this on a termly basis.
- reporting any concerns regarding the teaching of the subject to the English subject leaders or a member of the senior leadership team (SLT).
- undertaking any training that is necessary in order to effectively teach the subject.

3. Early Years Provision

3.1 Literacy skills are taught and embedded in EYFS provision at our federation. These skills are developed through playing, exploring, active learning and creating, and thinking critically.

3.2 Communication and Language is one of the three prime areas of the EYFS. The prime areas are fundamental in supporting good development in all other areas. Following the Statutory framework for the early years foundation stage (Appendix 2), Communication and Language development includes Listening and Attention, Understanding and Speaking.

3.3 Literacy is one of the four specific areas of learning in the EYFS. The specific areas include essential skills and knowledge for children to function and participate successfully in society. Literacy includes reading and writing.

3.4 Pupils are prepared well in the EYFS for the next stage of their English education. For example, in writing, children are expected to complete editing tasks. Children work in small focus groups at least once a week targeting individual next steps and many opportunities are provided for independent writing. All children read within their phonics group following the structure of the chosen phonics programme.

3.5 The bridging document for EYFS is used to ensure the children are year one ready by the end of the summer term in reception.

4. The National Curriculum

Department for Education: National Curriculum for England, English Programme of Study.

5. Cross-curricular links

Our English curriculum provides opportunities to establish links with other curriculum areas.

Where possible, we give our children a real purpose for writing and we instil in them an understanding of why they are writing. Opportunities for extended writing are planned across all areas of the curriculum.

6. Teaching and Learning (Pedagogy)

6.1 We encourage children to experiment with their ideas by sharing their thoughts and talking about what they are going to write. Familiarity with texts is key in this stage of the teaching process so our insistence on the use of high quality texts as models is vital.

6.2 The drafting and editing process is continuously modelled to, discussed with and undertaken by children as they develop their understanding that writing is an ongoing process and requires the simultaneous application of a variety of skills. Writing conferences with individual children play a significant role in honing their independent editing skills.

6.3 We teach and encourage the use of cursive handwriting from year 1 at Gainsborough (with the exception of those children who are still learning set 1 RWI sounds) and end of year 1 at Cledford (in line with Little Wandle expectations). We expect children to take great pride in the presentation of their work.

Talk for writing

6.4 Regular opportunities are provided for children to engage in the 'talk for writing' process. Children learn and recite texts, or extracts from texts, to support their independent writing of both fiction and non-fiction texts. 'Talk for writing' enables our children to imitate the key language they need for a particular topic and therefore to write in and maintain a particular style.

Shared and modelled writing

6.5 Shared and modelled writing are used across the school in the teaching of English. These strategies provide an opportunity for teachers to demonstrate the mechanics of writing alongside the thought processes that are necessary.

6.6 Teachers make explicit references to required genre features, as well as word and sentence level work within the context of writing.

6.7 Pupils contribute to the class composition by sharing their ideas with a partner, in small groups or on individual whiteboards.

6.8 It is essential for children to see their teachers as writers and the 'thinking aloud' offered through modelled writing supports the notion that writing is a process with different stages and skills applied, not simply a one-off task.

6.9 Shared and modelled writing offer the children the opportunity to discuss, verbalise and refine their ideas before committing them to print.

Independent writing

6.10 Children are given the opportunity to attempt a range of independent writing activities across the curriculum and they are expected to work at a standard appropriate for their age.

6.11 The tasks selected for children are carefully planned to have an identified audience and clear purpose, covering all aspects of the writing process. Our children know that effective writing requires a number of skills and through frequent opportunities to write they practise these skills thus developing confidence and fluency.

6.12 Children self-assess their work and peer-assess their writing at different stages in the process, and time is provided to undertake any editing required.

6.13 Children are taught to understand the difference between editing and proof-reading.

Reading

6.14 We recognise the importance of reading and its inextricable links with both attitudes towards learning and progress across the curriculum.

6.15 We use a variety of teaching strategies in the teaching of reading to maximise progress, confidence and enjoyment of books. We are always led by the needs of the children and a text's potential.

Guided reading

6.16 Guided reading is an instructional approach that involves a teacher working with groups of pupils who demonstrate similar reading behaviours and can read similar levels of texts.

6.17 We select texts that are at a level where the children in the group can read them fluently with some skilful support whilst offering challenges and opportunities for problem solving.

6.18 In guided reading, we constantly balance the difficulty of the text with support for students reading the text and enable them to go beyond reading individual words to interpreting language and its subtle meanings.

6.19 The teacher models effective methods, problem-solving strategies and leads discussions and careful questioning to ensure purposeful engagement with the text.

Shared reading

6.20 We place high value on the benefits of shared reading.

6.21 This model for the teaching of reading allows all children to access a range of more complex texts and take part in discussions and comprehension tasks about texts which they may be unable to read independently at an instructional level.

6.22 We want all of our children to access high quality reading material and shared reading allows us to do this effectively. The teacher explicitly models the skills of proficient readers, including reading with expression and fluency, and then guides discussion and differentiates questions to ensure that all children access the text and related learning.

Story time

6.23 Time is set aside every day for each class to listen to a story read to them by their teacher.

6.24 The modelling of good reading habits and the reinforcement of story time as an important part of our school day, not simply a 'bolt on', is part of our core beliefs.

6.25 We want our children to gain pleasure from reading and having good reading role-models is an important part of this.

Independent reading

6.26 Children engage in independent, sustained reading. It provides an opportunity for pupils to read a range of texts in a quiet, purposeful space and to apply their learnt reading strategies.

6.27 Children are expected to record their reading in their reading diary.

6.28 Each classroom or year group area has a well-stocked library containing a range of fiction and non-fiction books to cater for all abilities and interests.

6.29 Staff make use of the Education Resource Library to ensure that the reading material on offer is updated and restocked regularly.

Feedback

6.30 Feedback should:

- redirect and focus either the teachers' or the learners' actions to achieve a goal
- be specific accurate and clear
- encourage and support further effort
- inform future planning, ensuring continuity, progression and appropriate differentiation
- be given sparingly so that it is meaningful
- put the onus on students to correct their own mistakes, rather than providing correct answers for them
- alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- encourage children to take responsibility for improving their own learning by self- assessment and peer assessment
- ultimately be seen by pupils as a positive approach to improving their learning

7. Planning

All relevant staff members are briefed on the school's planning procedures as part of staff training.

Throughout the school, English is taught both as a discrete lesson daily and as part of cross-curricular themes whenever possible.

Teachers use the key learning content in the DfE's statutory guidance 'National curriculum in England: English programmes of study' (**Appendix 2**)

Long and medium term planning overviews are used to outline skill progression, terminology and allocation of quality texts across each year group.

All lessons will have clear learning objectives, which are shared and reviewed with pupils.

8. Assessment and Reporting

8.1 Pupils will be assessed, and their progression recorded, in line with the school's Assessment Policy.

8.2 Assessment for learning (AFL) is used daily by teaching staff to adjust short term plans to ensure the next steps are timely and appropriate. These AFL assessments are closely matched to the learning objectives. This maximises progress for all learners.

8.3 Twice a year, children are assessed using a best fit model against the National Curriculum objectives broken down by year group (Appendix 3).

8.4 Teaching staff moderate within and across year groups, phases and the federation to ensure the parity, fairness and accuracy of judgements. Data is then recorded on an online tracking tool. As part of these medium-term assessments, children complete a written reading comprehension task and a Spelling, Punctuation and Grammar (SPAG) test to support accuracy of teacher assessments. Our chosen phonics programme assessment and tracking tool and benchmarking (in Key Stage 2) Benchmarking is used to ensure that children are reading appropriately levelled texts. Benchmarking assessments are also used to inform teacher planning in terms of areas for development. In year 1, children undertake the National Phonics Screening Test each June. Assessment of children's progress in writing is an on-going process. Teachers make a formal judgement about individual pupils' attainment each term based on their achievement across a range of writing. Each term, we also assess children's progress against the statutory word lists of their year group.

8.5 Teachers make long-term assessments towards the end of the school year, and use these to assess progress against both school and national targets. Data is compiled from national tests, benchmarking and on-going teacher assessment over each key stage. Rigorous moderation takes place with each child's next teacher to ensure that judgements about attainment are accurate. Assessment judgements are moderated both within school and across the Federation. Children in the EYFS are assessed regularly using the Early Years Outcomes. Their progress is tracked using the Foundation Stage Profile.

8.6 Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

9. Resources

9.1 There is a range of resources to support the teaching of English across the school. All classrooms have a selection of quality fiction and non-fiction texts. Children have access to the internet through computers, laptops, i-pads and interactive whiteboards. The libraries in each phase/classroom contain a range of books to support children's individual learning. Reading books are grouped to ensure that they are suitable for the child's individual needs and level of reading. Our school benefits from membership of the Education Resource Library in Winsford, enabling access to a huge range of additional resources.

9.2 Reading areas are in each classroom, containing a wide range of texts for reading for pleasure.

10. Equal Opportunities & Inclusion

10.1 We are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs. Our curriculum is broad and balanced and we have high expectations of all

children. The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background. We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of children. Equality of opportunity must be a reality for our children and we ensure this through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children for whom English is an additional language;
- children with special educational needs and disabilities.

10.2 We carefully select the texts as stimuli for teaching to represent our diverse society. All children should feel seen, represented and valued at school and we understand that literature is an excellent way to promote this. We have set texts for each year group following the *No Outsiders* scheme.

10.3 All children receive quality first English teaching every day. Where appropriate, activities are differentiated to ensure engagement and progress. The needs of both individuals and groups of children are carefully taken into account when planning. In addition, pupils judged to require targeted support to work towards meeting their age related expectations take part in intervention programmes as set by the chosen phonic programmes and others such as *Write Away Together* and *Toe by Toe*.

11. Staff Development

11.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.

11.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.

11.3 Ongoing coaching is given, where needed, throughout the year by the subject leaders and Senior Leadership Team (SLT).

11.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.

11.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.

11.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

11.7 Our federation enjoys strong partnerships with well-respected companies, enabling all staff to access high quality, relevant and up to date continued professional development in the teaching of English.

12. Monitoring and Review

12.1 Monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the English subject leaders and the SLT. The role of the subject leader involves supporting and coaching colleagues in the teaching of English, being informed about relevant current developments in the subject, and providing a strategic plan for the direction and improvement of English teaching and learning in the school. The subject leaders

and the SLT are responsible for identifying areas for development in the teaching of English, raising attainment and ensuring good progress in the subject for pupils across the school. Evaluation of the strengths and weaknesses in the subject and identification of areas for further development are also the responsibility of the English subject leaders and SLT.

12.2 This policy will be reviewed on an annual basis by the English subject leaders.

12.3 The English subject leaders will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

12.4 Any changes made to this policy will be communicated to all teaching staff.

12.5 The next scheduled review date of this policy is October 2024.

This policy operates in conjunction with the following school policies:

- Teaching and Learning Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- Equal Opportunities Policy