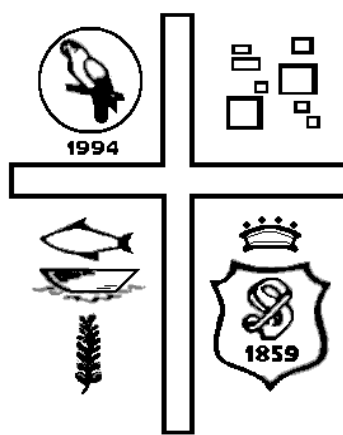


The Curzon Church of England Primary School



January 2025 To be renewed in January
2028

English Policy

Our Vision

'Aspire Believe Care'

"Let your light shine" Matthew 5:16

At The Curzon Church of England Primary School, we ASPIRE to be the best we can be and reach our full potential. We BELIEVE in our abilities to learn and flourish together. We CARE for one another as the Curzon family.

Our vision is underpinned by our school's core values of Friendship, Forgiveness, Perseverance, Respect, Truthfulness and Compassion. Individuals flourish in a school which is a safe, respectful and welcoming Christian community.

Rationale:

We aim to develop an enthusiasm for English in all forms and for the children to have the confidence to express themselves both orally and through the written word. In studying English, our children develop skills in reading, writing, speaking, listening and drama, enabling them to express themselves creatively and imaginatively and to communicate with others effectively. Reading is at the core of what we do and by developing a comprehensive range of reading skills, we aim to foster a love and appreciation of a variety of literature. These skills will enable the children to access all aspects of the curriculum.

Equality:

At The Curzon C of E Primary School, we have due regard for our duties under the Equality Act 2010. Through the delivery of the English curriculum, we will ensure that we eliminate discrimination, advance equality of opportunity and foster good relations. Through the texts we use, we promote the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs.

Planning:

Teachers plan using the new National Curriculum framework and the statutory framework for the Early Years Foundation Stage. All aspects of English are covered within the lessons including (reading, writing, grammar, poetry, speaking and listening, drama and role play). All teachers consistently plan using medium-term planning to devise unit plans with challenge for all. Planning units are based on:

- EYFS Framework
- National Curriculum
- Little Wandle Phonics
- A range of other resources, including 'purchased' web sites such as Writing Roots.

Reading:

Creating a love of reading is at the centre of our reading approach at The Curzon. Each classroom has an inviting reading area with a wide variety of reading materials from story books and information texts to newspapers and magazines.

In Early Years and Key Stage One, the practice of phonics, taught using the Little Wandle scheme, is implemented and continued and as the children progress throughout school where necessary, specific support is used to develop children's phonological awareness. For more information on our phonics approach please see the Phonics Policy.

Across the school, we value reading as a core subject. In the Foundation Stage, five quality texts are selected for the half term. These texts are read to the children frequently to aid oral retelling. Key vocabulary is selected from each text and is displayed around the room and practitioners actively encourage the use of the vocabulary in the environment. At the end of the half term, the key texts are placed into the reading areas for children to orally rehearse themselves.

Core skills (linked to our VIPERS), vocabulary, prediction and sequencing, are introduced to children during story times and in 1:1 reading with adults. In Key Stage Two, children take part in regular whole class reading sessions. We teach reading through a mastery whole class shared reading approach. Within our reading lessons, all children are involved in book talk, modelled reading, echo reading, shared reading and phonetic decoding as well as stimulating and meaningful activities linked to each of the reading skills. We use the reading VIPERS to explore texts, develop high order thinking skills and teach the six core skills needed for reading comprehension: **V**ocabulary, **I**nference, **P**redict, **E**xplain, **R**etrieve, **S**equence/ **S**ummarise. These six skills are taught within the whole class reading sessions.

Phonics:

See our Phonics and Early Reading Policy

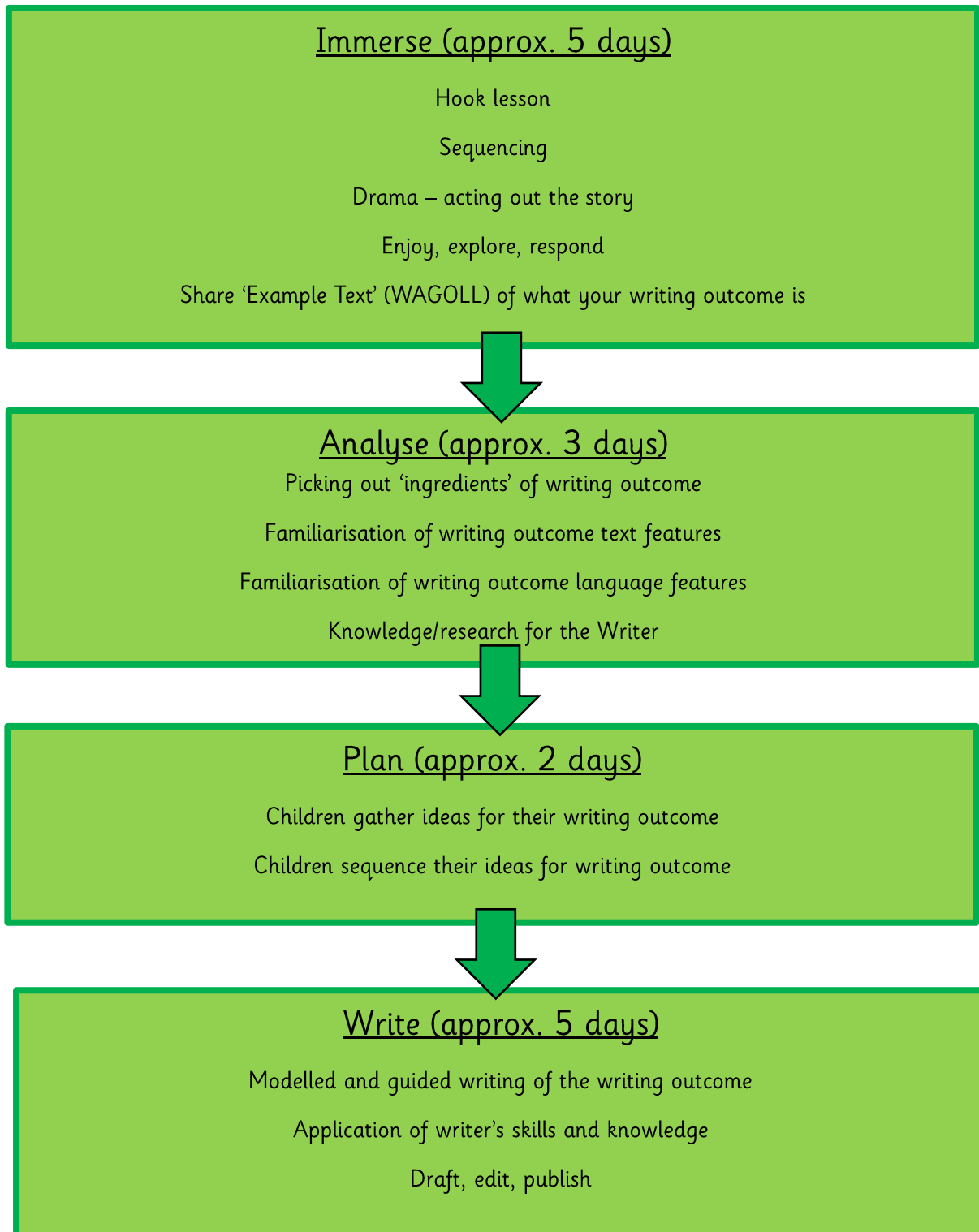
Writing:

Our writing units are all based on high quality, age appropriate books. The rationale behind our writing process is that the children become immersed in the text and internalise it before we move them on to adapting what they know to produce a writing outcome linked to the original book. Our writing outcomes are written for a purpose – To Entertain, To Inform, To Persuade, To Discuss. To reach one of these outcomes, Teachers plan a unit of work that follows a four-stage process – **Immerse, Analyse, Plan and Write.**

The teachers use WAGOLLs (What A Good One Looks Like) to model to the children what the expected outcome should include and read like. The key features of the text type that we'd like the children to include (for example year group specific grammar, a certain layout) are called 'ingredients' – they make up the recipe to success.

Each stage is detailed in the diagram below:

Writing Process at The Curzon C of E Primary School



Handwriting:

We want all of our children to take pride in their presentation and we aim for all children to be starting to join their writing by the end of Year 2. We start teaching handwriting from Reception, who focus on correct letter formation, starting and finishing in the correct place and the correct orientation and size. This continues into Year 1 and Year 2 and when the correct formation is embedded, children are then taught to join letters together. We follow a Handwriting Programme, which is taught and reinforced throughout the curriculum. We begin to teach cursive/ joined-up handwriting from Year 2 onwards. As per the National Curriculum requirements, we aim for children to:

1. Know the importance of clear and neat presentation in order to communicate meaning effectively
2. Write legibly with increasing fluency and speed by:
 - Sitting correctly at the table
 - Having a correct pencil grip
 - Forming all lower-case, capital letters and digits correctly
 - Knowing the size and orientation of letters and understanding which letters belong to which handwriting 'family'

Special Educational Needs and Disabilities (SEND):

Through on-going formative and summative assessments, the class teacher identifies children who need support with English skills at the earliest possible stage. Within the classroom, the teacher targets children with difficulties and attempts to address them by providing quality first teaching and scaffolded activities providing extra support where needed. Where a child has a greater need, the school's SEND policy is implemented. The class teacher and the SEND Coordinator work closely together to formulate targeted action plans, which will support the child's acquisition of English skills. Intervention groups, which will be informed from half termly data, will focus on the specific needs of individuals and groups within the cohort.

Assessment:

There are a variety of teacher and standardised assessments in use. These provide a summative record of what each child has achieved as well as informing ongoing planning.

Writing

In Key Stage One and Two, assessment data is submitted onto Insight by the deadlines advised on the school calendar. In Key Stage One and Two, Children produce an independent piece of writing at the end of each writing unit which is assessed against the year group writing toolkits or statutory TAF (Teacher Assessment Framework), which are based on the National Curriculum and relevant to each year group's end of year expectations.

Reading

PiRA Reading Tests are to be carried out at the end of each term in Key Stage 1 and 2 and they inform teacher judgements which are inputted onto Insight. Teachers must use a range of sources in addition, to inform their decisions.

Throughout Reception, Year One and Year 2, children are assessed every 6 weeks on their phonics knowledge using the Little Wandle Assessments which are part of the phonics scheme. This assessment identifies gaps in learning and informs phonics teaching moving forward. It also provides a 'book level' for each individual child that closely matches their phonics ability. This is the level of reading book they are given.

At the end of Year One, the children sit a National Phonics Screening test which assesses children on their decoding skills of real and nonsense words. Those children that do not pass the phonics screening or complete the phonics assessment sheet, will continue with their phonics teaching and assessments through Year Two and Key Stage Two where necessary. At the end of Key Stage Two, the children take the SATs tests as set out by the government. Each of these results are reported to parents.

Role of the Subject Leader:

Monitoring of the standards of children's work and the quality of teaching in English is the responsibility of the subject leader, who will report regularly to the Senior Leadership team. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject and providing a strategic lead for English in the school. The named governor meets at least annually with the subject leader in order to review progress.

Role of the Governing Body:

To ensure the implementation of the Early Years Foundation Stage Framework and the National Curriculum and to review the policy bi-annually.