

Children First Learning Partnership



Inspiring Excellence Together

English Policy 2020

The CFLP English Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.

Chair of Local Advisory Board:

Mr. C Clulow

Responsible Officer:

Headteacher – Mrs R. Butler

Agreed and ratified by the Local Advisory Board on:

03.02.2020

To be reviewed:

February 2022 or earlier if required



Kingsfield First School

English Policy 2020

(To be read in conjunction with the school handwriting and spelling policies)

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: Through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our English curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

Intent

Our challenging and creative English curriculum aims to enable all pupils to achieve ambitious levels of literacy. Children are provided with an exciting and innovative curriculum which promotes a love of reading and a belief that everybody is an author.

Children are exposed to high quality literature to inspire their own writing and to model engaging uses of the English language. Through the critique of these texts, children develop their oral comprehension skills. Imagination and originality are nurtured through exploration, discussion and drama. Spelling, punctuation, grammar and phonics teaching ensure that children have the skills and confidence to develop their writing style across a range of genres and in varied contexts.

We recognise the importance of communication and language development in achieving academic success in English. Therefore, oracy is at the heart of our curriculum. Children are immersed in a language rich curriculum that intends to give all pupils an extensive vocabulary and oral proficiency.

Implementation

We use the **National Curriculum** programmes of study for Reading, Writing, Spelling, Grammar and Punctuation. We ensure that basic literacy skills are entwined through our text based units and the wider curriculum.

We deliver **phonics** through a systematic and synthetic approach, based largely on the Letters and Sounds document which is adapted to the needs of individual cohorts. (Please see appendix 2, phonic progression document) We introduce exploration and teaching of Common Exception Words (CEW) alongside phonics so that our children gain the skills necessary for early reading.

Reading is an integral part of school life and our school uses a mix of phonically decodable, reading scheme and real books to support children's development. This is delivered through individual, group and whole class teaching sessions using challenging texts to apply new skills and knowledge taught. (Please see Appendix 1 for our Reading band and Phonic Phase link document)

Reading for Pleasure

Our children deserve a rich curriculum that encourages a love of literature. All classes share books (in their entirety where possible) and are given access to a wide range of texts across different subjects. We believe that active encouragement of reading for pleasure is a core part of every child's educational entitlement, because we know that extensive reading and exposure to books makes a huge contribution to children's vocabulary, understanding and subject knowledge. Reading is promoted through the use of our school libraries, class reading areas and whole school assemblies.

Spellings are explored, taught and practised regularly and are commented upon during marking conferences and live facilitation to ensure our high expectations are met. Children have a mixture of CEW and spelling patterns to learn on a weekly basis.

Writing

The medium term plans show progression of writing skills across the school. At Children First Learning Partnership children are taught a range of genres to embed the basic skills across the curriculum.

Lessons are planned from the correct year groups Programmes of Study from The National Curriculum. Teachers will be aware of the prior learning that needs to be secure from previous year groups to ensure new content can be understood. The medium term plans are then broken down into smaller steps to ensure lessons are driven by sharp learning objectives that are progressively linked. We use our flow of writing (See Appendix 3) to support the learning process and to practise and embed new skills and knowledge in the different genres.

Individual lessons are carefully designed using the most effective teaching materials, so that pupils are given the best opportunities to show their understanding. Variation is consciously built in by teachers, so that pupils can apply their learning to different genres and make cross curricular links.

We use pre cursive and cursive handwriting throughout the school. Staff teach the formation of letters specifically in the EYFS alongside phonics, saying a rhyme to aid memory and follow the schools progression document for formation and joins. (See Appendix 4)

English Language

Across the Children First Learning Partnership we understand that the English technical language is crucial to children's thinking. So we introduce new words from the curriculum through text based units and WAGOLLS. Key vocabulary used in a text based unit/genre are displayed on the English working walls.

In lessons children work in a variety of ways including pairs; whole class, groups and individually. Children work together so that through their dialogue they can develop a much stronger understanding.

All adults model the correct use of technical language and insist pupils do the same, including correct use of standard English language.

Pitch, Pace and Challenge

Across the Children First Learning Partnership the expectation is that the majority of children will move through the units at broadly the same pace. However, decisions about when to progress will always be based on the security of children's understanding and their readiness to progress to the next stage. Children will be taught analytical strategies which helps the children comprehend unfamiliar content.

Editing

Pupils are encouraged to develop a 'have a go' attitude and are comfortable with making mistakes, as they are seen as part of the learning process. Children have the opportunity to edit and improve their work.

Basic Skills

Embedding of basic skills within reading and writing and using the writing toolkit, will enable pupils to accelerate their learning and close any gaps.

Impact-

What we aim to achieve from our English curriculum across the Children's First Learning Partnership;

- Children will have a love of reading and a belief that everybody is an author.
- Children will have creative minds and build imagination and originality.
- Children will be secure in basic skills including SPAG and phonics.
- Children will have an extensive vocabulary and oral proficiency.
- Children will read and write for pleasure.
- Children will work collaboratively and independently to share ideas.

Assessment -

Our impact will be measured by using both formative and summative assessment.

Formative

Assessment is not just used to track children's learning through the use of assessment ladders but also provides teachers with up-to-date and accurate information about the specifics of what children do and do not know. This information allows teachers to adapt their teaching so it builds on children's existing knowledge and focuses on the next steps that they need in order to make progress.

Within the Children First Learning Partnership, assessment in English is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing prior knowledge through assessment for learning to identify the current stage and next steps in learning. Staff will facilitate to ensure that misconceptions are dealt with immediately and high attaining children are challenged appropriately. Our staff are highly skilled to provide a personalised and flexible curriculum for individual children that may need reasonable adjustments. These adaptations increase access to the lesson content, enabling them to reach their full potential.

Effective marking and feedback are an important element of teachers and TAs responses to children's learning. This may be given either orally during live marking or in written format during a marking conference, but is always:

- specific, accurate, and clear
- celebrates success

- compares what a pupil is doing right now with what they have needed to improve before
- provides specific guidance on how to improve as their next step

Summative

As part of our assessment and to support teacher's judgements, each class will undertake a half termly formal assessment of SPAG and phonics. This is then converted and analysed through scaled scores which are evaluated termly by English leaders and acted upon quickly to direct CPD, resources and support to help pupils to overcome barriers to learning or from reaching their full potential.

Role of Leaders

- Plan an effective and varied schedule of monitoring including moderation, so that the Quality of Education in English is embedded throughout the school.
- Respond quickly and in a supportive manner to overcome barriers to implementation and impact.
- Use assessment information to provide effective CPD and challenge.
- Provide clear updates to the Local Advisory Board, Headteacher and SLT.

Appendix1



Termly expectations for reading bands

	Autumn
	Spring
	Summer

					5D & Beyond	
	Pearl (free)					
	Diamond					5E
	Sapphire					4S
	Emerald					4D
	Ruby				4E	4E
	Topaz				3S	
	Copper				3D	
	Lime			3E (GD)	3E	
	White			2S		
	Gold			2D		
	Purple		2E (GD)	2E		
Set 5 (Phase 4 & 5)	Turquoise		IS / 2E			
	Orange		IS			
	Green		ID			
	Blue	RS (Exc)	IE			
Set 3 (Phase 3 and some alternatives from phase 5)	Yellow	RS				
	Red	RD				
Set 2 (Phase 2 and some sounds from phase 3)	Pink	RE				
	Pink sharing plus					
	Pink sharing Lilac					
Set 1 (Phase 1)	Nursery sharing					
Phonics link	Book Band	Reception	Year 1	Year 2	Year 3	Year 4

Appendix 2

Phonics Progression – Kingsfield First School



Expectations

Nursery	<p>End of year - Secure phase 1 letters and sounds (all 7 aspects)</p> <ul style="list-style-type: none"> Those children that are not showing signs of achieving aspect 7 by Easter (oral blending and segmenting) <i>Intervention to start Summer 1</i>
Reception	<p>End of year - Secure phase 3 letters and sounds</p> <p>It is intended that by Feb half term children (<i>on track</i>) will have been exposed all sounds up to and including phase 3 (list below).</p> <ul style="list-style-type: none"> Summer term used to embed and deepen phase 3 and some of the common alternatives. Those children that do not recognise all single letters by Christmas, intervention to start Spring 1 Those children that are not secure with phase 3, intervention to start Summer 1
Year 1	<p>End of year - Secure phase 5 letters and sounds</p> <p>It is intended that by Christmas children (<i>on track</i>) will have been exposed all sounds up to and including phase 5 (list below) and by Feb half term they are secure</p> <ul style="list-style-type: none"> Those children that do not recognise all sounds up to and including phase 5 by Feb half term, intervention to start Spring 2
Common exception words	<p>Phase 2, 3 and 4 tricky words, reception and some year 1 common exception words are covered during reception for a typical on track child.</p> <p>3 a week will be taught to read in reception and will be sent home on a book mark that will continually build up over the year for children practise.</p>

Phase 1 – cover all 7 areas are normal. Aspect 7 oral blending and segmenting – segmenting to be taught alongside blending. For example, teacher (robot) – children (blending skills) / teacher – children (robot) (segmenting skills)

From Christmas, nursery to expose children to ‘a sound a week’ through the environment whilst teaching phase 1 through phonic lessons.

- colouring with that initial sound
- sorting with that initial sound
- ‘find’ the letter/picture

Phase 2 and intro to 3

Set 2.1	m a s s s d	
Set 2.2	t i n p (B)	
Set 2.3	g o c k (B)	
Set 2.4	u b f f f (B)	
Set 2.5	e l l h (B)	
Set 2.6	r j v w (B)	I to the of
Set 2.7	x y z z z (B)	No go into
Set 2.8	qu ng nk (B) (B)	You they all
Set 2.9	ch sh th (B) (B)	Are my her

Each set is 5 days for an on track group of children

B – Explore and build – this day is intended for the children to embed and master the sounds and words taught this week (**build words to read and spell** - using magnetic letters, whiteboards/paper and felt tips, chalk outside etc)

Explore and build for phase 3 onwards, phonics jotter could be used when appropriate (cutting and sticking etc)

One week focus on CVCC/CVCC and simple two syllable words (sunset, picnic etc)
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Phase 3, 4 and intro to 5

Set 3.1	ay ai (B) (read ay, write ay, read ai, write ai, explore and build)	He she we	Continue to review and practise all of above CVC/CVCC/CCVC and two syllable words
Set 3.2	ee igh (B)	Me be was	
Set 3.3	ow oa (B)	Said like do	
Set 3.4	oo oo (B)	Come there little	
Set 3.5	ar or (B)	Out have so	
Set 3.6	ou ow (B)	Some were one	
Set 3.7	oi oy (B)	When what for	
Set 3.8	er ir ur (B)	Have here his	
Set 3.9	air ear (B)	Like by then	
Set 3.10	ure, review x 4	They this went	

Phase 4

If children are not secure in phase 4 from the teaching/review of it in phase 3 (above) then spend up to 2 weeks to secure this.

Phase 5

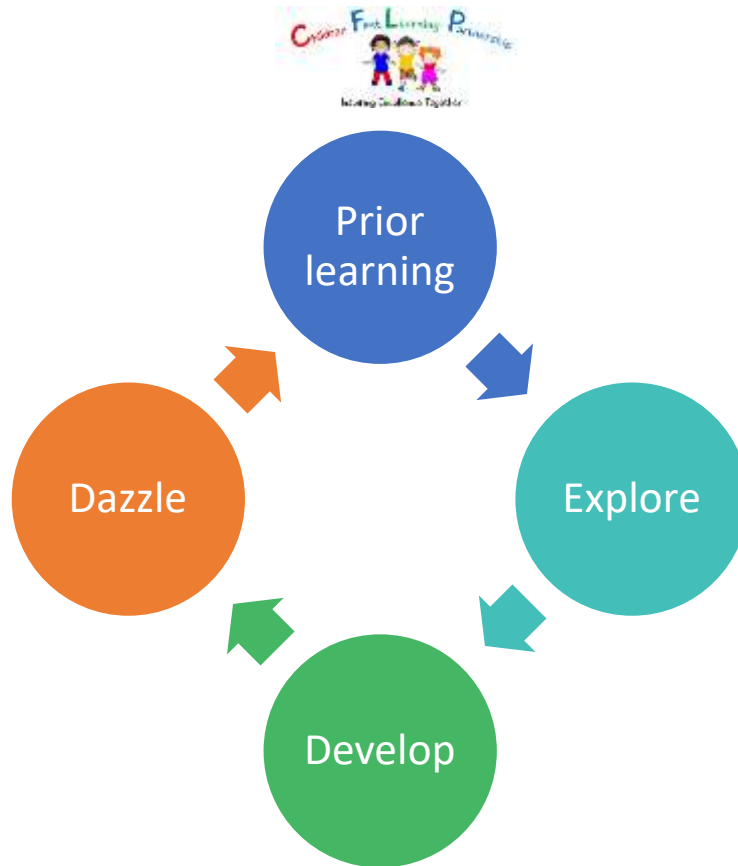
Set 5.1	Recap ay ai, teach a-e	oh Mrs Mr our	
Set 5.2	Recap ee, teach ea, ey and e-e	People their called	
Set 5.3	Recap igh, teach ie and i-e	Looked asked could	
Set 5.4	Recap ow, oa, teach oe and o-e	Today says your	
Set 5.5	Recap oo, teach ue, ew and u-e	Where love once	
Set 5.6	Recap or, teach au and aw	Friend school house	
Set 5.7	Recap air, teach are, teach ire	(continue to embed year 1 CEW before starting year 2 CEW)	
Set 5.8	Teach wh, ph		

Embed and master the above before moving on to the complex and rare alternatives
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Work through the complex sound chart exploring ALL alternatives

Appendix 3

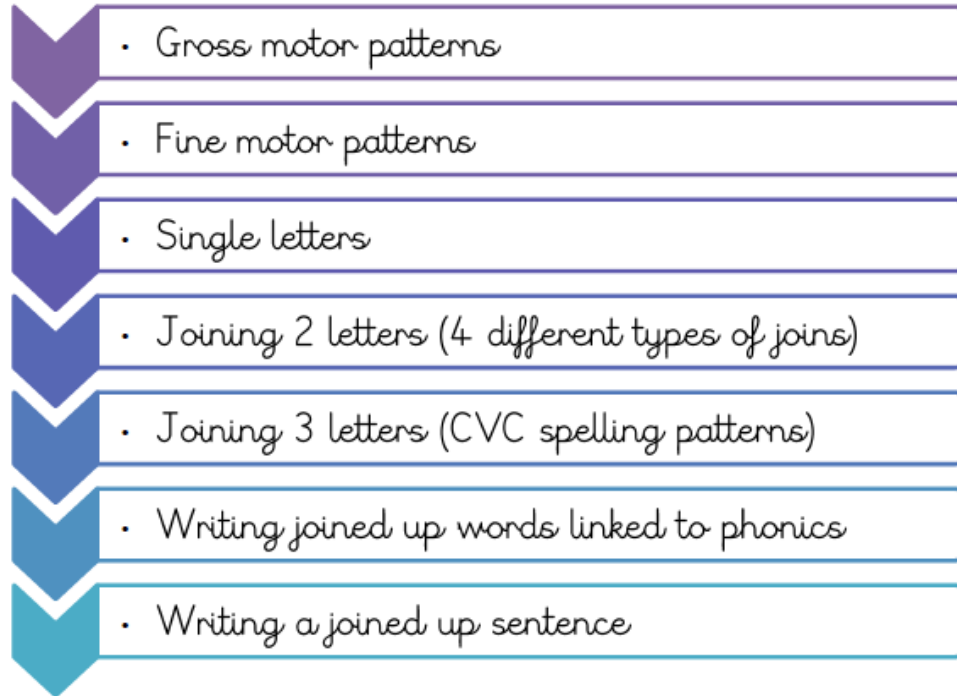
Flow of writing



<i>Prior Learning</i>	<i>Explore</i>	<i>Develop</i>	<i>Dazzle Me</i>
<ul style="list-style-type: none"> List the features Sorting activity – sentences, extracts Spider diagram Comparison of two texts – Non fiction, fiction Cold write Odd one out – Which one is the letter? Tense of language Bad WAGOLL – Spot the mistakes 	<ul style="list-style-type: none"> Identify features, highlighting WAGOLLS Drama – hot seating, conscience alley, retell role play, small world re-enactment Story mapping Sequencing Freeze framing Piecing together 	<ul style="list-style-type: none"> Planning Skills and sentences Writing elements of the genre Exploring skills Writing a full piece of genre – retells, twists, own versions Up-level/improve group/teachers version Guided writing 	<ul style="list-style-type: none"> Edit, Redraft Up-level language – thesaurus, wordbank, resources Up-level spellings – dictionaries, zap its Peer assessment Self assesement against criteria

Handwriting Teaching Guide

Progression of handwriting

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- Gross motor patterns
 - Fine motor patterns
 - Single letters
 - Joining 2 letters (4 different types of joins)
 - Joining 3 letters (CVC spelling patterns)
 - Writing joined up words linked to phonics
 - Writing a joined up sentence