



Curriculum Intent

Statement of Intent

At Deepdale Community Primary School, we see every child as a unique individual with the capacity to thrive and be successful. Our school motto of 'Harmony in Diversity' underpins a broad and balanced curriculum, which aims to ensure that children leave their primary education as confident, resilient learners with a thirst for knowledge. Our end goal is to teach our children to be mature, curious and eager within the community they are part of. *Anything is possible!* As a result of our ambitious and carefully planned curriculum that meets the needs of all of our pupils, children will continually develop as secure readers with an extensive vocabulary in order that they continue to understand the wider world that they are part of. We encourage problem solving, critical thinking and effective communication across every curriculum subject. By the time our pupils leave their primary phase of education, our valued curriculum will have ensured that they are eager to move on to the next stage of learning; they take pride in their work, can justify their opinions thoughtfully and manage their emotions carefully whilst always taking others in to consideration. At Deepdale Community Primary School, our shared vision is that every child is challenged from their individual starting point onwards. Every child is engaged in their learning and thrives in our continued care.

Curriculum Drivers

At Deepdale Community Primary School, we will all: -

- Celebrate our differences
- Have high aspirations
- Be passionate about the Wider Curriculum
- Strive to be healthy
- Love language.

Vision for English

Speaking and Listening

Speaking and listening provide the foundation for further language development. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. However, pupils are also entitled to gain knowledge, competence and confidence in the use of Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation. To reflect this, we aim to provide pupils with opportunities to:

- speak in a variety of forms for different audiences, purposes and situations (both formal and informal)
- reflect upon their speech and make appropriate choices
- talk in group situations, valuing the contributions of others and responding appropriately.

Reading

Reading is one of the most powerful tools of learning both in and out of school. It facilitates independence and allows pupils to share experiences they may not otherwise encounter. Reading provides opportunities for pupils to gain both understanding and pleasure from a range of texts. To support them in this, we aim to help pupils to:

- master the basic mechanical skills of reading
- read with accuracy, fluency and expression
- develop and use higher order reading skills which will contribute to their overall comprehension of texts
- understand the value of information texts as an aid to learning
- develop a love of literature and an understanding of the pleasure reading can bring.

Writing



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Confidence and competence in the use of the written word is essential to the communication of meaning. A pupil's ability to write effectively affects performance in all areas of learning and living and is very much a developmental process. Staff encourage writing from its emergent start, through developmental attempts to its final, independent stage. Throughout these stages, we aim to provide opportunities for pupils to:

- explore and develop knowledge of the variety of functions and formats of writing through 'Reading as a Writer'
- communicate meaning effectively through appropriate language choices according to intended purpose and audience
- understand, value and use the process approach to writing in order to improve the content and presentation of their writing through planning, drafting and re-drafting
- write individually and collaboratively, experiencing praise and receiving constructive criticism and support
- experience the pleasure of publishing their writing and sharing it with a wider audience
- experiment with language play for enjoyment.

Spelling

We value and encourage children as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing. To support this goal, we aim to develop pupils' knowledge of:

- sound-symbol relationships
- regular patterns in words and non-standard forms
- the structure of words; compound/complex words, prefixes, suffixes, roots and origins
- high interest words associated with topics and specific curricular areas
- a variety of strategies to enable independence in spelling, such as word banks, dictionaries, displays, mnemonics etc.
- spelling rules e.g. The Year 2 Red Rose Spelling Programme.

Handwriting

Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing. In order to achieve this, we are aware of the need for a consistent approach to the teaching of handwriting across the school. In KS1, we practise handwriting letter formation as part of the Red Rose Phonics scheme. In KS2, we have access to the PenPals scheme and CGP books to support our delivery of a structured teaching programme which:

- ensures correct formation and orientation of letters
- develops consistency and appropriateness in size and spacing
- encourages a pride in presentation
- eases the transition from printing to joining.

Drama

The staff appreciate the role of educational drama strategies as:

- a learning tool across the curriculum
- an effective factor in the development of oral and aural skills
- a means of developing empathy with others and an understanding of self
- a way of encouraging interaction with texts.

The National Curriculum 2014 states:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to other and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development.



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Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

This policy outlines the intent of our pupils' English education. It also describes our agreed approach to implementation.

Curriculum Implementation

Principles of Teaching and Learning

At Deepdale Community Primary School our English curriculum is delivered through a series of fiction, non-fiction and poetry units which encompasses a range of Reading, Writing and Speaking and Listening skills. Within some units an 'I do, We do, You do' approach is used across each phase as we firmly believe that children need to imitate the language they need for a particular text orally, before reading and analysing it, and then writing their own version. We sequence English lessons so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also plan text progression in to the scheme of work so that there is an increasing challenge for the children as they move up through the school.

The learning needs of individuals are addressed through careful scaffolding, skilful questioning and appropriate and rapid intervention, in order to provide the necessary support and challenge. This will include bespoke pre and post teaching to individual needs by either a teacher or teaching assistant.

Approaches to Speaking and Listening

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life. Many of our children speak English as their second language (79% as of February 2024, with 28 separate languages spoken). Some come to our school not being able to understand or speak much English at all, if any. This means that developing the ability to understand and speak English is a priority for our teachers, especially in EYFS, Key Stage One and Lower Key Stage 2. We find that many of the children who can understand and speak English on arrival at school, may have a limited vocabulary, or frequently make grammatical errors. If left unchallenged, these can become embedded and impact on attainment in written English later on, and so, staff ensure that they are modelling a high level of grammatically correct spoken English when working with children.

Approaches to Reading

Shared reading

This takes place as part of the whole class teaching in English. It is planned for and will form part of the teaching for each genre of English taught. Choral reading is an imperative teaching strategy utilised in our classrooms.

Whole class reading, Guided reading and Independent reading

Foundation stage

Children in the Foundation Stage are guided to reach the end of EYFS milestones in a range of ways, including shared reading as a whole class as well as in smaller, focused groups. Each child reads 1:1 with an adult, often more than once per week. This gives children access to texts that they would not be able to read alone. We also share books in different areas of continuous provision. Children will be encouraged to handle books properly, explore new words and talk about books. Focus reading groups are delivered weekly and involve a text which suits the needs of the children, with an aim to develop their comprehension skills. All children encounter decodable books, core text and reading spine books within the provision. Whole class opportunities to listen to good quality stories are offered daily. Reading is also promoted within the school library, within the role play areas and outdoor shared areas.



Key Stage 1

Children in Key Stage 1 take part in the daily Guided Reading carousel approach before moving towards a more whole class approach at the end of Year 2. Within these planned sessions, children are grouped according to their ability and take part in a variety of reading experiences during the week, that are designed to develop a love of reading and their skills as well-rounded readers. These include preparation activities for work with an adult, guided reading sessions with the class teacher, reading follow-up activities, independent reading and Red Rose Phonics.

Key Stage 2

Children in Key Stage 2 take part in daily whole class reading sessions. Within these planned sessions, children read a wide range of age-appropriate yet challenging texts covering different genres across the curriculum. Children read independently and are given opportunities to critically analyse texts, once this has been modelled by the teacher. Vocabulary is of high-importance and children become skilled in deciphering the meaning of unfamiliar words. Reading domains are explored in detail, enabling children to gain confidence when answering sophisticated retrieval questions. Activities are planned to build reading fluency and support the children in identifying the key points within a text. Through relevant annotation of texts and subsequent discussion, children make inferences and connections with the wider world.

In all classes, there is a well-resourced Reading Area which is inviting and well used. Children are encouraged to use this area to choose any text during independent reading sessions and for independent home readers once they have completed our school reading scheme.

Reading across the Wider Curriculum

Children at Deepdale are given the opportunity to foster their love of reading and continually develop their reading and comprehension skills through being provided with a range of engaging texts that are used across the wider curriculum.

Independent reading and Parental Support when reading at home

Each child has a Reading Diary which they take home with their chosen book every day. When children read in school with an adult, this is noted in the reading diary. Parents are encouraged to help their children practise their reading for at least five or ten minutes each day. Reading rewards are used throughout school as incentives for home reading.

Approaches to Writing

Shared Writing

Shared Writing takes place as part of whole class teaching in English. It is planned for and will form part of the teaching for each genre of English taught.

Guided and Independent Writing

There are many opportunities for children to develop their writing skills during the school day. Guided writing sessions are designed to provide children with the support and guidance they need at the right level to enable them to make progress. Teachers use the Deepdale non-negotiables to identify gaps in understanding and next steps for children and use these when planning guided writing sessions.

Independent writing sessions allow the children to apply what they have learnt in the guided and shared writing sessions to demonstrate their ability as a writer.

Foundation stage

In EYFS children's early mark making skills are valued and promoted through the provision of writing areas, real opportunities to write in role play, opportunities linked to a visit or experience and opportunities linked to different areas of learning. Daily opportunities are provided to practise handwriting and for children to learn to control the marks they make. Guided group writing opportunities are planned for weekly – the children have the chance to see a



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writer at work through shared and modelled writing. They develop the skills they need to be able to write, including the development of their oral skills, linking sounds to letters, segmenting and blending words, a willingness to attempt any word and good fine and gross motor skills.

Key Stage 1 and 2

Approach to writing:

Step 1:

Children are taught the skills of the genre! This step is usually delivered through English teaching and consists of the children being immersed in good examples of the text type (the reading phase), being given the opportunity to gather, share and plan out their ideas for writing, with the guidance of their peers and class teacher (gathering content phase) and finally children should have writing modelled in sections for them to write in small sections with Writing Toolkits used as support (writing phase).

This step should be recorded in the children's English books and should be marked in a way to impact and develop the writing.

Step 2:

Children are given the chance to show what they know! In the extended writing books, children should be given a writing opportunity to demonstrate their learning in the genre – probably 1 – 2 weeks after the genre is originally taught. The children should be given time to plan their ideas and when they have finished they should be allowed to self-edit using the polishing pens. This piece of writing should be acknowledgement marked, but used by the class teacher to determine whether the child is using the skills taught and practised independently and effectively.

Learning Environment

Each classroom has an English learning wall (Foundation Stage and Key Stage 1 an additional Phonics display) which should relate to current genres. This should be regularly updated to reflect the pace of learning. This can include: key vocabulary; shared writing examples and visual. In addition, all classrooms have a washing line for display purposes.

Relationship to other subjects

We recognise the unique position of English as a medium for learning in all areas of the curriculum. Opportunities for children to explore and develop language use in other curriculum areas are identified by teachers at the planning stage. Computing links are also promoted whenever possible to assist and enhance English skills. These include opportunities for pupils to compose, revise and edit texts as well as use desk-top publishing facilities to improve the presentation of work. Access to the Internet is also used when appropriate to enhance research skills. All other subject policies make clear reference to links between the subject in question and English.

Inclusion & Equality

We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion to planning and teaching. Suitable learning challenges will be set for all pupils with the aim of maximizing achievement for all pupils at an appropriate level for each individual. Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs, disability, as well as different cultural, social and ethnic backgrounds. We are committed to the principle of equality of opportunity and this will be reflected in the curriculum and offered to pupils in the conduct of staff and pupils.

Progression and continuity are dependent upon teachers' assessment of present achievement in knowledge, skills and concepts as well as previous learning experiences. This knowledge then shapes the planning of future teaching. To this end, assessment, target setting and planning processes are followed by all staff. The National Curriculum is followed to ensure continuity throughout English. Teachers differentiate in short term planning in the way in which is considered most appropriate for the child, group or objective being taught.



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At Deepdale Community Primary School, we are committed to promoting a rights respecting ethos based on the Convention of the Rights of the Child in all aspects of school life and the best interests of the child is at the heart of our policy and practice. We encourage rights respecting language and behaviour at all times. The children are taught that we all have rights and responsibilities, in our school community, locally and globally and the difference between wants and needs. We recognise that children have the right to say what they think about matters affecting them and to have their views taken seriously and we encourage them to play an active role in their own learning and to speak out and act for the rights of all to be respected locally and globally.

We aim to provide suitable learning opportunities irrespective of race, gender, disability, faith, religion or socio-economic background.

Curriculum Impact

Assessment

At Deepdale Community Primary School we recognise that AfL lies at the heart of promoting learning and in raising standards of attainment. In order to inform planning and to assess children's progress, teachers carry out a range of both summative and formative assessments:

- Using a 'final piece' at the end of each unit of work to highlight progression and continually guide subsequent planning and teaching
- Independent writing tasks based on prior units
- Using verbal improvement feedback within lessons to encourage children to develop and consolidate their skills
- Regular assessment opportunities such as weekly spelling tests; these 'low stake' tests/quizzes we believe are important in allowing for repetition and consolidation.
- Year group termly non-negotiables for English. These expectations are the minimum requirements that each child must meet in order to be judged as working at age related expectations. These are used with children within lessons and to support teacher assessments
- Termly tests from Year 1 to Year 6. These summative tests are used to support teacher assessments and identify areas of Reading and Spelling, Punctuation and Grammar (individually and as a class) that require further development.

Reporting

At our annual Autumn Term year group welcome meetings with parents, our year group non-negotiables for reading and writing are shared alongside strategies that can be used to support the children at home. There are further opportunities for the children's attainment and progress to be discussed at Parents' Evenings in the Autumn and Spring terms. At the end of each academic year, parents receive an annual report which shares the progress towards end of year expectations and effort levels in both reading and writing.

Recording

At Deepdale Community Primary School all children within KS1 and KS2 have English books to record their learning through the English phases. Within the Foundation Stage the children have Writing Books where examples of independent learning are collated. Practical activities are sometimes evidenced through the use of photographs.

Homework

Home learning in English will usually consolidate and support classwork. There will also be a focus on how parents and carers can support their children in all aspects of English through a series of Parental Workshops.



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Monitoring and Evaluation

Monitoring of the standards of children's work and of quality of teaching in English is the responsibility of the subject leader / Deputy Headteacher, Senior Teachers, supported by the Headteacher and Link Governor. Book looks, with a main focus on pupil progress will be carried out alongside pupil interviews.

The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

At Deepdale Community Primary School subject leaders for English hold pupil progress meetings at least half termly to analyse attainment and progress in Reading and Writing. Any underachievement or lack of progress is discussed and actions put into place.

Review:

This policy was written in September 2015 and will be reviewed in September 2017.

This policy was reviewed in September 2017 and will next be reviewed in September 2019.

This policy was reviewed in September 2019 and will next be reviewed in September 2021.

Frances Ball & Sarah Pollard

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