



# Primary Phase English Curriculum Policy

## **INTENT**

*'The potential for order is present everywhere; orderliness is an expression of harmony and balance. Through language, not only do we communicate our knowledge, ideas and feelings, but we also structure and make sense of our experiences; in this sense, language is a tool for both our thinking and our learning'.*

At Maharishi School we strive for each child to reach the full potential of their creativity and their intelligence. We do this by practising Transcendental Meditation and Word of Wisdom and by adopting Consciousness-based Education, applying Maharishi's principles of teaching.

### • **Intelligence**

Intelligence can be enlivened and applied through these principles: -

- o link inner values with outer values in the pursuit of knowledge for a purpose.
- o develop each student's ability to discern finer and finer parts in the context of bigger and bigger wholes.
- o help pupils to look for and recognise universal patterns.
- o adapt teaching to take account of the individual character of each pupil's own intelligence.

### • **Knowledge**

Knowledge can be enlivened, structured and organised through these principles: -

- o teach knowledge in the context of human purpose

- o develop knowledge holistically by connecting everything that is taught to the Self of each pupil

- **Experience**

Experience can be enlivened, extended and deepened through these principles: -

- o integrate knowledge with experience in the development of Complete Knowledge
- o extend each pupil's own experience in relation to knowledge taught and in conformity with their own nature through appropriate applications and practical work
- o involve all the senses and organs of action in constructing learning experiences – where it is safe and practical.

- **Expression**

Expression can be enlivened and enhanced through these principles:-

- o encourage pupil expression at the start of each learning cycle to stimulate the desire for growth
- o consolidate learning through the expression of knowledge and skill encourage the expression of fullness of life, through a wide range of expressive modes.

## **Aims**

When children leave Maharishi School, we expect them to be avid readers - reading fluently and widely and able to express preferences and opinions about the texts that they read. We want our pupils to read for pleasure, having had access to a wide range of text types, genres and authors in order for them to make informed opinions about their favourites.

When children leave Maharishi School, we want them to write with confidence and accuracy for a variety of purposes and audiences whilst developing their own individual flair. We want our children to be able to write with grammatical accuracy and be able to apply spelling patterns correctly using a neat handwriting style.

We aim to expose our children to a wide range of vocabulary so that they are able to decipher new words and use them in both informal and formal situations.

We aim for our children to apply their English skills to all areas of the curriculum. In English, we have high expectations for ALL learners, regardless of their needs or starting point.

Our aims are underpinned by:

- **High expectations** All children are expected to succeed and make progress from their starting points.
- **Modelling** Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations.
- **Fluency** Children apply English skills with ease throughout all of the curriculum.
- **Vocabulary** Ambitious vocabulary is taught explicitly and is expected to be applied in everyday situations.

To correlate with our CbE key ideas, the following are at the forefront of our planning and delivery of the English curriculum:

1. Using a variety of sources to ask and answer questions. **CbE - Life is found in layers.**
2. To use subject-specific vocabulary and chronology. **CbE - Order (is present everywhere)**
3. Children are inspired to do and know more, they are able to transfer knowledge and make real life links. **CbE - The whole is more than the sum of the parts.**
4. Children are engaged, excited and involved. **CbE - We're here to enjoy.**

## **Implementation**

“What we put our attention on grows stronger” - Maharishi Mahesh Yogi

### **Reading**

We teach phonics through Red Rose Letters and Sounds, a new systematic, synthetic phonics planning programme using the Letters and Sounds approach, designed by The Primary English and Literacy Team at Lancashire Professional Development Service (LPDS).

The programme includes planning from Phase Two to Phase Five with specific daily sessions and a rigorous approach to meet, and exceed, expectations based on the Early Learning Goals and the National Curriculum for Year One.

The children read decodable books that match their phonics level. Discrete phonics teaching continues into key stage 2, where required, for pupils to become secure in their phonics knowledge.

All children have access to their own classroom library. Each class also has an allocated weekly slot in the school library where they can choose from a variety of fiction and non-fiction books which can be read in class or taken home.

Our bespoke reading scheme caters for all readers, including dyslexic friendly texts.

Classes have a range of class texts which are selected from a list of recommended texts and the National Curriculum. English work is often planned and delivered through the context of these texts.

Guided reading takes place weekly in each class. Our staff use guided reading to teach groups of pupils to become fluent in reading, decoding and comprehension skills, including inference and deduction.

The reading curriculum is primarily taught during English lessons; however, reading is encouraged in all areas of the curriculum.

Alongside the set reading curriculum, Maharishi School encourages pupils to embrace a love for reading through additional, extra-curricular activities. Pupils are encouraged to participate in '100 books to read before you leave'; with a suggested range of up to 20 books for each class and motivational rewards offered for book reviews and prizes for the most books read.

The school participates in World Book Day, a day to celebrate and shine a spotlight on reading, authors and a range of different books and genres. Pupils enjoy the opportunity to attend workshops led by visiting authors and poets.

## **Reading at home**

Parental involvement and encouragement plays a crucial part in pupils' reading development and the school promotes a home-school reading partnership by:

- Giving pupils a book to read at home each day to further the skills they have learned during guided reading.
- Encouraging parents to make notes in the pupils' diaries about reading progress made at home.
- Communication with parents informing them of their child's progress.

## **EYFS**

All reading objectives will be underpinned by the early learning goals (ELGs) that pupils should have attained by the end of the EYFS.

In accordance with the *comprehension* ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.

In accordance with the *word reading* ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

In **Year 1**, pupils will be taught to:

### **Word reading**

- Apply phonic knowledge and skills to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes (40+), including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing grapheme-phoneme correspondences (GPCs) that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er, and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter/s.
- Accurately read books aloud that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in reading.

## Comprehension

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - *Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently at.*
  - *Being encouraged to link what they read or hear to their own experiences.*
  - *Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognising and joining in with predictable phrases.*
  - *Learning to appreciate rhymes and poems, and to recite some by heart.*
  - *Discussing word meanings, linking new meanings to those already known.*
- Understand the books they can already read accurately and fluently, and those they listen to by:
  - *Drawing on what they already know or on background information and vocabulary provided by the teacher.*
  - *Checking that the text makes sense to them as they read, and correct inaccurate reading.*
  - *Discussing the significance of the title and events.*
  - *Making inferences on the basis of what is being said and done.*
  - *Predicting what might happen on the basis of what has been read so far.*
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

In **Year 2**, pupils will be taught to:

## Word reading

- Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
- Accurately read words of two or more syllables that contain the graphemes taught so far.
- Read words containing common suffixes.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
- Re-read these books to build up their fluency and confidence in word reading.

## **Comprehension**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - *Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.*
  - *Discussing the sequence of events in books and how items of information are related.*
  - *Becoming increasingly familiar with and retelling a wide range of stories, fairy stories and traditional tales.*
  - *Being introduced to non-fiction books that are structured in different ways.*
  - *Recognising simple recurring literary language in stories and poetry.*
  - *Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.*
  - *Discussing their favourite words and phrases.*
  - *Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.*
- Understand the books that they can already read accurately and fluently, and those that they listen to by:
  - *Drawing on what they already know or on background information and vocabulary provided by the teacher.*
  - *Checking that the text makes sense to them as they read, and correcting inaccurate reading.*
  - *Making inferences on the basis of what is being said and done.*
  - *Answering and asking questions.*
  - *Predicting what might happen on the basis of what has been read so far.*
- Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

In **Years 3 and 4**, pupils will be taught to:

## **Word reading**

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to reading aloud and understanding the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

## Comprehension

- Develop positive attitudes to reading, and an understanding of what they read, by:
  - *Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*
  - *Reading books that are structured in different ways and reading for a range of purposes.*
  - *Using dictionaries to check the meaning of words that they have read.*
  - *Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.*
  - *Identifying themes and conventions in a wide range of books.*
  - *Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.*
  - *Discussing words and phrases that capture the reader's interest and imagination.*
  - *Recognising some different forms of poetry, e.g. free verse, narrative poetry.*
- Understand what they read, in books they can read independently, by:
  - *Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.*
  - *Asking questions to improve their understanding of a text.*
  - *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.*
  - *Predicting what might happen from details stated and implied.*
  - *Identifying main ideas drawn from more than one paragraph and summarising these.*
  - *Identifying how language, structure, and presentation contribute to meaning.*
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

In **Years 5 and 6**, pupils will be taught to:

## Word reading



- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to both read aloud and understand the meaning of new words they encounter.

## Comprehension

- Maintain positive attitudes to reading and an understanding of what they read by:
  - *Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*
  - *Reading books that are structured in different ways and reading for a range of purposes.*
  - *Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.*
  - *Recommending books that they have read to their peers, giving reasons for their choices.*
  - *Identifying and discussing themes and conventions in and across a wide range of writing.*
  - *Making comparisons within and across books.*
  - *Learning a wider range of poetry by heart.*
  - *Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.*
- Understand what they read by:
  - *Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.*
  - *Asking questions to improve their understanding.*
  - *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.*
  - *Predicting what might happen from details stated and implied.*
  - *Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.*
  - *Identifying how language, structure and presentation contribute to meaning.*
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Retrieve, record and present information from non-fiction.
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- Provide reasoned justifications for their views.

## **Resources**

Our bespoke reading scheme collection is aimed at different levels and abilities and consists of fiction and non-fiction texts. Individual class reading resources are stored in each classroom. Books relating to specific topics being taught at the time are also readily available.

The library contains a range of additional reading materials to support pupils' learning and enjoyment of reading. The subject leader will undertake an audit of reading resources each academic year and will liaise with the headteacher and Business Manager to purchase further reading resources when required.

Our pupils have access to SEND materials where required, eg. IDL and Toe by Toe, as well as our dyslexic-friendly reading scheme. Priority readers read 2-3 times a week to an adult. Pre-teaching and intervention groups occur when needed for individual pupils.

## **Writing**

We teach writing using a range of strategies, including Talk for Writing, which supports children to internalise the language structures needed to write well; and Alan Peat's Exciting Sentences, structures that enable pupils to produce sophisticated pieces of writing. Lessons are also supplemented by Hamilton Trust lesson plans and resources, as well as additional wider resources.

The writing curriculum is primarily taught during English lessons; however, writing opportunities are available in many areas of the curriculum.

In the reception class, early teaching focuses on physical development, including the development of a comfortable grip, with good control. We employ a range of strategies to encourage the development of fine motor skills - the synchronisation of hands and fingers with the eyes.

Children are taught to write using pre-cursive handwriting in reception and lower KS1 and progress to cursive handwriting once they are able to form pre-cursive letters correctly. If any individual child shows a preference for print or encounters difficulty with pre-cursive, they are encouraged to use their preferred method in the first instance until their letter formation is embedded.

Children's stamina in writing is developed through regular 'Big Writes' using success criteria to develop age and stage appropriate writing skills. Alongside the set writing curriculum, Maharishi School encourages pupils to develop and celebrate their writing skills through writing competitions and book reviews.

## **Writing at home**

Parental involvement and encouragement plays an important part in pupils' writing development and the school promotes parental involvement by:

- Spelling lists are given to pupils on a weekly basis and learnt in preparation for a weekly test. Children are encouraged to use the words from these statutory lists in their writing.
- Communication with parents informing them of their child's progress and ways that parents can further support their child.

## **EYFS**

All writing objectives will be underpinned by the early learning goals (ELGs) that pupils should have attained by the end of the EYFS.

In accordance with the writing ELG, at the end of the EYFS, pupils at the expected level of development will be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

In **Year 1**, pupils will be taught to:

## **Spelling**

- Spell words containing each of the 40+ phonemes already taught.
- Spell common exception words.
- Spell the days of the week.
- Name the letters of the alphabet in alphabetical order.
- Use the letters of the alphabet to distinguish between alternative spellings of the same sound.
- Use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.
- Use the prefix un-.
- Use -ing, -ed, -er, and -est where no change is needed in the spelling of root words, e.g. helping, helped, helper.

- Apply simple spelling rules and guidance.
- Write simple sentences from memory, as dictated by the teacher, which include words using the GPCs and common exception words taught so far.

## **Handwriting**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' and practise these.

## **Composition**

- Write sentences by:
  - *Saying out loud what they are going to write about.*
  - *Composing a sentence orally before writing it.*
  - *Sequencing sentences to form short narratives.*
  - *Re-reading what they have written to check that it makes sense.*
- Discuss what they have written with the teacher or other pupils.
- Read their writing aloud, clearly enough to be heard by their peers and the teacher.

## **Vocabulary, grammar and punctuation**

- Develop their understanding of the concepts set out in 'English Appendix 2', as outlined within the [English programmes of study: key stages 1 and 2](#) by:
  - Leaving spaces between words.
  - Joining words and clauses using 'and'.
  - Beginning to punctuate sentences using a capital letter and either a full stop, question mark or exclamation mark.
  - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.
  - Learning the grammar for Year 1.
  - Use the grammatical terminology in 'English Appendix 2' in discussing their writing.

In **Year 2**, pupils will be taught to:

## **Spelling**

- Segment spoken words into phonemes and represent these by graphemes, spelling many correctly.
- Develop new ways of spelling phonemes for which one or more spellings are already known, and learn some new words with each spelling, including a few common homophones.
- Recognise common exception words, words with contracted forms, the possessive apostrophe (singular).
- Distinguish between homophones and near-homophones.
- Add suffixes to spell longer words, including -ment, -ness, -full, -less, and -ly.
- Apply spelling rules and guidance, as set out in 'English Appendix 1' of the [English programmes of study: key stages 1 and 2](#).
- Write, from memory, simple sentences dictated by the teacher that includes words using the GPCs, common exception words and punctuation taught so far.

## Handwriting

- Form lower-case letters of the correct size and relevance to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of letters.

## Composition

- Develop positive attitudes and stamina for writing by:
  - *Writing narratives about personal experiences and those of others (real and fictional).*
  - *Writing about real events.*
  - *Writing poetry.*
  - *Writing for different purposes.*
- Consider what they are going to write before beginning by:
  - *Planning or saying out loud what they are going to write about.*
  - *Writing down ideas and/or keywords, including new vocabulary.*
  - *Encapsulating what they want to say, sentence by sentence.*
- Make simple additions, revisions and corrections to their own writing by:
  - *Evaluating their writing with the teacher and other pupils.*
  - *Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.*

- *Proof-reading to check for errors in spelling, grammar and punctuation.*
- Read aloud what they have written with appropriate intonation to make the meaning clear.

## **Vocabulary, grammar and punctuation**

- Develop their understanding of the concepts set out in 'English Appendix 2' by learning how to use familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the possessive (singular).
- Learn how to use:
  - Sentences with different forms: statements, questions, exclamations and commands.
  - Expanded noun phrases to describe and specify.
  - The present and past tenses correctly and consistently, including the progressive form.
  - Subordination and coordination.
  - The grammar outlined for Year 2 pupils in 'English Appendix 2'.
  - Some features of written Standard English.
- Use and understand the grammatical terminology in 'English Appendix 2'

In **Year 3 and 4**, pupils will be taught to:

## **Spelling**

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals, and in words with irregular plurals.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write, from memory, simple sentences dictated by the teacher, which include the words and punctuation taught so far.

## **Handwriting**

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are sufficiently spaced.

## Composition

- Plan their writing by:
  - *Discussing writing which is similar to what they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.*
  - *Discussing and recording ideas.*
- Draft and write by:
  - Composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.
  - Organising paragraphs around a theme.
  - In narratives, creating settings, characters and plots.
  - In non-narrative material, using simple organisational devices.
- Evaluate and edit by:
  - Assessing the effectiveness of their own and others' writing and suggesting improvements.
  - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## Vocabulary, grammar and punctuation

- Develop their understanding of the concepts set out in 'English Appendix 2' by:
  - Extending the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'.
  - Using the present perfect form of verbs in contrast to the past tense.
  - Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
  - Using conjunctions, adverbs and prepositions to express time and cause.
  - Using fronted adverbials.
  - Learning the grammar for Year 3 and 4 pupils, as outlined in 'English Appendix 2'.
- Indicate grammatical and other features by:
  - Using commas after fronted adverbials.
  - Indicating possession by using the possessive apostrophe with plural nouns.
  - Using and punctuating direct speech.
- Use and understand the grammatical terminology in 'English Appendix 2' accurately and appropriately when discussing their writing and reading.

In **Year 5 and 6**, pupils will be taught to:

## Spelling

- Use further prefixes and suffixes and understand the guidance for adding them.
- Spell some words with 'silent' letters.
- Continue to distinguish between homophones and other words which are often confused.
- Use knowledge of morphology and etymology in spelling, and understand that the spelling of some words needs to be learnt specifically, as listed in 'English Appendix 1'.
- Use dictionaries to check the spelling and meaning of words.
- Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

## Handwriting

- Write legibly, fluently and with increasing speed by:
  - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
  - Choosing the writing implement that is best suited for a task.

## Composition

- Plan their writing by:
  - Identifying the audience for, and purpose of, the writing, selecting the appropriate form and using other similar writing as models for their own.
  - Noting and developing initial ideas, drawing on reading and research where necessary.
  - In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- Draft and write their work by:
  - Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
  - In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
  - Précising longer passages.
  - Using a wide range of devices to build cohesion within and across paragraphs.
  - Using further organisational and presentational devices to structure text and to guide the reader.
- Evaluate and edit their work by:
  - Assessing the effectiveness of their own and others' writing.



- Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- Ensuring the consistent and correct use of tense throughout a piece of writing.
- Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing, and choosing the appropriate register.
- Proof-read for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume and movement so that meaning is clear.

## **Vocabulary, grammar and punctuation**

- Develop their understanding of the concepts set out in 'English Appendix 2' by:
  - Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
  - Using passive verbs to affect the presentation of information in a sentence.
  - Using the perfect form of verbs to mark relationships of time and cause.
  - Using expanded noun phrases to convey complicated information concisely.
  - Using modal verbs or adverbs to indicate degrees of possibility.
  - Using relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun.
  - Learning the grammar for Year 5 and 6 pupils as outlined in 'English Appendix 2'.
- Indicate grammatical and other features by:
  - Using commas to clarify meaning or avoid ambiguity in writing.
  - Using hyphens to avoid ambiguity.
  - Using brackets, dashes or commas to indicate parenthesis.
  - Using semi-colons, colons or dashes to mark boundaries between independent clauses.
  - Using a colon to introduce a list.
  - Punctuating bullet points consistently.
- Use and understand the grammatical terminology in 'English Appendix 2' accurately and appropriately in discussing their writing and reading.

## **Resources**

Writing resources are stored in each classroom. Writing equipment and resources are easily accessible to pupils during lessons. The subject leader will undertake an audit of writing resources each academic year and will liaise with the headteacher and Business Manager to purchase further reading resources when required.

## **Inclusion and Equal Opportunities**

At Maharishi School we are committed to providing all children with an equal entitlement to our English lessons, activities and opportunities regardless of race, gender, culture or class. [Equality Information & Objectives Statement](#)

### **English is for all abilities**

At Maharishi School we recognise that in all classes, children have a wide range of abilities. The study of English is planned and adapted to provide pupils with a suitable range of activities, challenge and support which is appropriate to their individual abilities and needs. Curriculum planning ensures that all pupils have an equal opportunity to take part in every aspect of the English curriculum. In the planning and organisation of enrichment activities, specific needs of individuals are taken into consideration to ensure that all pupils can benefit.

### **Health and Safety**

It is the responsibility of the class teacher to ensure that risks are assessed prior to, and during, English lessons. The class teacher is to inform any additional support staff of any potential risks or hazards to be aware of during an English lesson. Pupils are also to be made aware of potential risks and hazards.

## **Impact**

Our English curriculum aims to ensure that our pupils not only acquire the appropriate age-related knowledge linked to the English curriculum, but also that they develop the requisite skills that equip them to progress in all areas of the curriculum.

Pupils will:

- be confident in the art of speaking and listening and be able to use discussion to communicate and further their learning;
- be able to read fluently both for pleasure and to further their learning;
- enjoy writing across a range of genres;
- have a wide vocabulary and be adventurous with vocabulary choices within their writing
- have a good knowledge of how to adapt their writing based on the context and audience
- leave primary school being able to effectively apply spelling rules and patterns they have been taught

- be able to succeed in all English lessons because work will be appropriately scaffolded
- make good and better progress from their starting points to achieve their full potential

## **Assessment and reporting**

The EYFS Profile is completed for each pupil in the final term of the reception year. The progress and development of pupils within the EYFS is assessed against the ELGs outlined in the 'Statutory framework for the early years foundation stage'.

At the end of year 1, the phonics screening check is completed for all pupils.

Formative and summative assessments take place throughout the year to assess pupils' progress and attainment in reading and writing, and to identify support required. Pupils' reading and writing is also assessed during the relevant statutory assessments.

Parents are provided with a written report about their child's progress during the summer term every year. This includes information on pupils' attitudes towards reading and writing, and their understanding of the key concepts.

Verbal feedback is provided at Parents' Evenings in the autumn and spring terms.

## **Monitoring and review**

The coordination and planning of the English curriculum are the responsibility of the reading and writing subject leaders, who also:

- provide leadership in English to secure high quality teaching and learning,
- undertakes monitoring of standards in English and uses this to inform the Subject Action Plan,
- plays a key role in motivation, supporting and modelling good practice for all staff, including the organisation and presentation of staff meetings,
- takes a lead in policy development and review,
- liaises with outside agencies and attends subject specific courses and,
- reports to the Senior Leadership team on English achievement and provision.