

St Gregory's Catholic Primary School, Chorley



English Policy 2023

Intent

What are the school's core learning values?

To Be:

REFLECTIVE – RESILIENT – RESPONSIBLE - CURIOUS

What is the school's vision for the subject?

In line with our core learning values, we aim for children to be independent and *resilient* in their development of speaking, reading and writing. We aim to give the children the skills and knowledge necessary for them to express themselves in writing, to be able to articulate their ideas and opinions and learn how to read and find a life-long pleasure in reading. Throughout the school we aim to engage, inspire and challenge children, equipping them with the knowledge and skills to interpret the texts they come across and *reflect* on them effectively. Through a broad and balanced curriculum, we aim to consolidate and reinforce previously taught literacy skills each year as well as building on these foundations with new age-appropriate literacy skills. We encourage the children to be *curious* about their learning – questioning how and why authors use particular devices.

By the end of KS2 we aim for a child to be able to:

- read and write with assurance, fluency and understanding, using a range of independent strategies to reflect, edit and improve.
- have an interest in books and read for pleasure
- have a curiosity in exploring new vocabulary, developing a growing bank of words in spoken and written forms.
- Be immersed in and understand a range of text types and genres – writing in a variety of styles and forms appropriate to the purpose.

How was the curriculum for the subject designed? (including statutory requirements)

The curriculum was considered to meet the requirements of the National Curriculum in a way that inspires and encourages the children at St Gregory's to shine with their speaking and listening, reading and writing. The curriculum is planned to follow the National Curriculum guidance but as a school we have developed themes within our English units which support cross-curricular learning.

The Early Year's Foundation Stage Literacy curriculum focuses on the attainment of spoken language and communication, phonics and early reading. Spoken language, communication and literacy permeate through every part of the curriculum within early years. Early Years Foundation Stage Framework is used to ensure continuity and purposeful assessment. Our overall curriculum has been designed to scaffold the children's

learning within Foundation Stage and prepare the children for progressing into the National Curriculum in KS1. Whilst the curriculum is carefully planned with national expectations, we involve the children in their learning and develop topics that are led by their interests, curiosity and needs.

Within Key Stage One the Literacy curriculum shifts focus from acquiring spoken language to providing the children with the skills to be able to read and write independently and with enthusiasm. The children are encouraged to use language to explore their own life experiences and develop their imagination. The curriculum in Key Stage Two equips children with the skills to modify how they speak and write to suit different situations, purposes and audiences. Children are exposed to a wide range of texts where they explore the use of language and learn how the structure of language works.

It is widely considered good practice to offer a purpose to literary study and writing. At St. Gregory's we aim to offer a valuable outcome for each unit. At St Gregory's, we believe that parents play a vital part in their child's education and as such, parents are consulted on what is important for their children, allowing us to tailor our English curriculum units to meet the needs of the children. We keep in regular contact with parents via class drop ins, parents' evenings, the home reading records and Seesaw.

How is our curriculum aspirational for all pupils including those with SEND and more able?

At St Gregory's we aim to motivate and include every child to reach their maximum potential in English. As a core subject, English has a key position in the school day and where needed, aspects of the learning are adapted to ensure all pupils are fully included within the learning. Through our teaching of English, we provide learning opportunities that enable all pupils to progress regardless of any barriers to learning that may be present. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum and KLIPS (Key Learning indicators of performance) allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range our assessment process then looks at a range of factors: classroom organisation, teaching materials, teaching style and differentiation so that we can implement additional support/guidance to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention, through education support plans will also form a part of the child's English learning as the support plan may include, as appropriate, specific targets relating to English which will be filtered into the child's daily English lessons.

All pupils are challenged through the adoption of a mastery approach to the English teaching, where pupils are challenged to deepen their learning, understanding and vocabulary and grammatical choices. Children re-visit concepts and apply the learning gradually in greater depth to ensure that skills are fully secure and transferrable. Teachers' planning outlines how groups will be differentiated for, to ensure that all pupils consistently make good progress. They are also given the freedom to research, design, create, evaluate and improve their own work. Children who demonstrate a greater depth, or enjoyment of English are given the opportunity to further explore the subject through enrichment opportunities with initiatives such as School newsletters and our Reading magazine – **'Eat. Sleep. Read. Repeat'** which is found on the school website subject page.

A whole school overview of the English units and objectives can be found on the website. The website also has a long-term plan for each class that includes all subjects including English. Teachers write unit plans detailing the objective, teaching input and activities for each lesson.

Implement

How is the subject implemented in the Early Years Foundation Stage?

In the Early Years Foundation Stage, children learn the integral speaking and listening skills, reading and writing skills through group work, whole class teaching and carefully planned continuous provision areas. Early Years staff discuss newly learnt skills with the children and refer to previous learning before starting any new topic. Children are given opportunity to practise these skills in continuous provision and teacher-led activities.

In Foundation Stage, systematic synthetic phonics is structured through the use of the Little Wandle phonics programme and is taught discretely each day. Phonics is taught using a variety of strategies, which incorporate auditory, visual and kinaesthetic learning. This is taught each day. In Foundation Stage and early KS1, handwriting is linked to phonics and planned for during continuous provision/lessons. This includes both child initiated and adult directed activities. Children are encouraged to talk about experiences both in and out of school. Opportunities for imaginative play take place daily in foundation stage.

What professional development is offered to staff in relation to the subject?

The English Subject Leader attends the English Subject Leader CPD courses run by Lancashire through our Yarrow Schools Alliance. Our Subject Leaders pass on information from regular courses. Book looks and planning scrutinies take place regularly as part of the English Subject Leader role. Feedback and advice, following book looks, lesson drop ins and planning looks, is provided to staff in staff meetings or through 1:1 discussions and training.

Staff access the newly-adopted Little Wandle Phonics scheme training online. Staff are encouraged to ask for subject leader support or attend training in the subject if required. The Literacy CPD Sessions allow for conversations between other teachers across the alliance and allow good practice to be shared.

What resources are used to support the planning of the subject?

We use a select number of resources to aid our planning, however, we do not follow a scheme of work for English. We have devised our own unique English curriculum to ensure that we are meeting the needs of our children at St Gregory's. We have adapted the current Lancashire scheme of works and Literacy Shed units to meet the needs of our school community. Alongside our planning we use the KLIPS (key learning indicators of performance) to ensure that we are delivering lessons which are building on prior knowledge and that are suitably pitched. There is planned progression built into our curriculum, so that the children are increasingly challenged as they move through the school. Across school we follow Literacy Shed's spelling scheme, Spelling Shed. This

scheme of work is equipped with PowerPoints, activities and teaching points to ensure that thorough and systematic teaching of spelling is carried out across school.

How is prior learning taken into account when teaching the subject?

Teachers familiarise themselves with learning from the previous year by referring to the long-term plans and KLIPS (Key Learning indicators of performance). This ensures that learning is not repeated, and children are constantly making progress. The long-term plans were devised in a way that objectives follow on from each other and progression is evident each year. Assessment points are passed on from the previous teacher in order that the current teacher can implement strategies to support children working below year-group expectation and provide adequate challenge for those working at year group expectation and at greater depth. Children are given lots of opportunities to recap, embed and build on prior learning. Prior learning is considered when we take over a cohort and intervention groups are established based on factors including Assessment Data, independent written outcomes and teacher assessment.

How are parents involved in the subject?

At St Gregory's, we believe that parents play a vital part in their child's education and as such, we attempt to involve them at every level of their child's learning in English. We keep in regular contact with parents via half termly curricular newsletters, class call ins, parents' evenings, home reading records and via Seesaw.

Impact

How is progression evident in across topics and year groups?

The long-term plans, include objectives taken from the KLIPS, that are sequenced in a way that they build on previous learning and ensure progression. Teachers are familiar with previous learning and refer to this when teaching new concepts so previously taught skills are embedded and revisited whilst gaining new skills and knowledge. Children are therefore given opportunities to continuously embed previous skills and learn new ones.

Progression is evident across topics in many ways:

- Texts that are read and explored are of increasing complexity as the children move through the school
- The writing that children produce is of increasing complexity
- The topics and themes increase in complexity as the children move through the school
- The children's reading fluency and understanding increases with each year
- The standard of handwriting improves throughout the school
- The standard of spelling improves with each passing year

How do children record their learning?

English books (daily English lessons)	Videos/Photographs where applicable
Cross curricular writing	Spelling Journals
Seesaw digital journals	Guided reading journals

How is feedback given to children?

- English books – written feedback with next-step marking where appropriate
- Verbal feedback given based on work in literacy books or from a SeeSaw upload

How and when is the subject assessed?

Teachers assess work daily based on participation/ contributions in lessons or through work completed in books. Teachers assess children in line with St Gregory's assessment policy at the end of each unit and assess against the Lancashire KLIPS objectives taught. Teachers make a judgement as to whether the child has met, exceeded or is working towards the objectives of each individual unit. At the end of each year, teachers use these assessments to assess children against the Key Learning Indicators of Progression (KLIPs) as either Working Towards Expected Standard, Working at Expected Standard or Working at the expected standard with a greater depth.

These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. Teacher transition meetings provide context for the next class teacher. Children are also involved in the assessment process by assessing their own work against the success criteria which are linked to the Lancashire KLIPS.

How do assessments impact future learning?

Teachers use each lesson's assessment to adapt the planning for the next lesson in order to address misconceptions, achieve unmet objectives or provide challenge to more able learners. Assessments are passed on from the previous teacher so the current teacher can implement strategies to support children working below year group expectation and provide adequate challenge for those working at year group expectation and at greater depth. When reviewing assessments, data is used to inform interventions across the school.

- Where children have made great progress and are achieving scores that categorise them as Greater Depth, they are, in addition to being exposed to texts and writing that is at their level, given the opportunity to read and discuss 'stretch' materials in reading and writing intervention.
- Those pupils who are achieving scores/teacher assessment that places them at the expected standard are given additional intervention to cement their learning.
- Those pupils who are found to be working towards the expected standard are exposed to texts that aim to boost their confidence and progress their reading abilities.

Intervention groups are fluid, reviewed regularly and delivered often.

How and when is the curriculum map reviewed?

Teachers use half termly assessments to adapt the curriculum map for the next half term in order to address misconceptions, achieve unmet objectives or provide challenge to more able learners. Units are also reviewed to consider newly available contemporary texts as themes. The Subject Leader and class teachers review and adapt the curriculum map at the end of each year in order to allow improvements/updates to be made for the next academic year where necessary. This also involves discussion with the previous class teacher to ensure that the curriculum map meets the needs of the next class.



Updated November 2023.

Mr M Wilson

English Subject Leader