



Trimley St Mary - English Policy

National Curriculum Purpose of Study

The National Curriculum states that:

Purpose of study 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 others 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. 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.

Aims

The primary aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Trimley St Mary Primary School - VISION & VALUES



OUR VISION - We provide an environment that allows children to thrive, developing the independence and resilience needed to reach their full potential, while becoming active members of the wider community.

OUR DRIVERS

At the heart of Trimley St Mary School, lies clearly defined and understood "curriculum drivers" that are the guiding principles that accurately shape the personality of our curriculum. These drivers underpin our curriculum and drive the teaching and learning in our school and therefore the pupil's experiences.

COMMUNITY	EMOTIONAL WELLBEING	ENQUIRY	POSSIBILITIES
Our school is a friendly and welcoming setting, with a strong sense of belonging, care and support. We recognise parents and the wider community as active partners in the education process and life of the school. By fostering strong community links, and working closely with families, local businesses, and other agencies, we support, motivate, and inspire all children to achieve and be successful in their own right.	As a THRIVE school, we provide a powerful way of working with children to support optimal social and emotional development. The way we interact with our children has a huge impact on the way they think about themselves and their levels of personal resilience. We improve empathy or the ability to understand what another person is thinking or feeling, which improves children's awareness of others and helps them to build positive relationships. We develop happy, healthy confident children who are ready and open to learning.	We recognise the importance of fostering an enquiring mind and love of learning by choosing the right context to engage our children in their learning. Our curriculum uses engaging topics and open-ended questions to promote curiosity, interest, and motivation. Children are encouraged to develop and deepen their understanding as well as drive their learning forward by questioning, investigating and solving problems.	Through our broad and balanced curriculum, we recognise the importance of providing our pupils with knowledge and experience of the wider world. We encourage them to develop self-belief, ambition, and the sense of what it is possible for them to achieve.

OUR GOALS	To ensure that pupils are fully active citizens within the school community.	To ensure all pupils are reflective, analytical and active independent learners.	To ensure that staff subject knowledge and pedagogy builds over time, translating into improvements in the teaching of the curriculum.	To ensure all pupils achieve highly in order to fulfil interests, aspirations for the future and meet their academic, sporting & creative potential.	To ensure that pupils acquire a wide vocabulary, communicate effectively and acquire a knowledge of phonics, giving them the foundations for future learning.
	PERSONAL DEVELOPMENT	BEHAVIOURS & ATTITUDES	LEADERSHIP & MANAGEMENT	QUALITY OF EDUCATION	EARLY YEARS

Curriculum Intent

The 8 Cs - Our curriculum is underpinned by core learning skills that all children need in order to be effective learners. Children use these skills to evaluate themselves as learners, in addition to their knowledge and understanding of concepts within Art and Design.



Curriculum Intent: English

As Communicators, we will gain:

- An exceptional talent for listening attentively so as to understand what is being said.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Clear speech that can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations.
- Respect for others when communicating, even when views differ.

As Readers, we will gain:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

As Writers, we will gain:

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination, which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.

National Curriculum statutory requirements for English

Key Stage 1

Writing - Narrative, Non-fiction & Poetry

- Write stories set in places pupils have been.
- Write stories with imaginary settings.
- Write stories and plays that use the language of fairy tales and traditional tales.
- Write stories that mimic significant authors.
- Write narrative diaries, labels, lists. and captions.
- Write instructions. • Write recounts. • Write glossaries.
- Present information.
- Write non-chronological reports.
- Write poems that use pattern, rhyme and description.
- Write nonsense and humorous poems and limericks

Reading

- Listen to traditional tales.
- Listen to a range of texts.
- Learn some poems by heart.
- Become familiar with a wide range of texts of different lengths.
- Discuss books.
- Build up a repertoire of poems to recite.

- Use the class and school libraries.
- Listen to short novels over time

Communication

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading, identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well-constructed points.

Key Stage 2

Writing - Narrative, Non-fiction & Poetry

- Write stories set in places pupils have been.
- Write stories that contain mythical legendary or historical characters or events.
- Write stories of adventure, of mystery and suspense.
- Write letters, plays, stories, letters, scripts and fictional biographies inspired by reading across the curriculum.
- Write instructions.
- Write recounts, non-chronological reports and explanations.
- Write persuasively.
- Write biographies.
- Write in a journalistic style.
- Write arguments.
- Write formally.
- Learn by heart and perform a significant poem.
- Write haiku and cinquain.
- Write poems that convey an image (simile, word play, rhyme and metaphor).

Reading

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

Communication

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Curriculum Implementation

Sequence

English is a core subject in the National Curriculum. Our school uses the objectives from The National Curriculum as a basis for planning English alongside the Chris Quigley Essentials Curriculum, which exceeds new national curriculum expectations. Planning is progressive and skills are revisited from Years 1 to 6, to ensure children have deeper understanding of concepts and techniques. Knowledge, skills and understanding are progressively built upon through each of the areas of experience of Communication. Reading and Writing.

Teaching and Learning

Reading

In Key Stage 1, the children are encouraged to acquire a love of books and develop a respect for reading. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of reading:- left to right, regarding the illustrations as integral to the story, turning the pages singularly etc. Children build a sight vocabulary through regular reading and frequent change of texts. Children have an individual levelled reading book and they read regularly in school with an adult. At Trimley St Mary our primary Reading Scheme is PhonicBooks. This scheme provides decodable texts matching pupils' phonic knowledge. The sequence of reading books within this scheme, shows a cumulative progression in phonics knowledge that is matched closely to our school's phonics programme and our children read and re-read books that match the grapheme-phoneme correspondences they know. This expectation is consistent with the English programmes of study: key stages 1 and 2 National curriculum in England which states that pupils should read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Books are sent home regularly with their Reading Diary, and children are encouraged to share these with an adult. In school, children share their books with an appropriate adult at least once a week. The adult asks questions relevant to the story/text in order to demonstrate the child's understanding. Children are encouraged to decode unfamiliar words using a variety of strategies. Resilient Reader 'right hand' and 'left hand' skills underpin the reading approach, ensuring that children develop a good understanding of the texts they have read.

Phonics learning takes place following the SFA scheme and the Trimley St Mary Letters and Sounds planning document, focusing on phoneme/grapheme recognition and the strategies of blending to read and segmenting to spell. Regular assessment ensures that children who not working at an appropriate level access intervention groups for regular practise and reinforcement of phonics.

In Key Stage 2 we aim for the children to be able to read for pleasure, for information and with understanding. Regular guided reading sessions continue where children access activities to extend and enhance their reading ability. As the children progress, they are encouraged to widen their use of books for information, developing the specific skills of locating information, skimming, scanning and note taking. Comprehension skills are built upon further to include key skills;- find, explain, infer, predict and compare. A range of other relevant strategies are also used according to the age and stage of pupils.

Reading Content Domains are used to ensure that children are being questioned in a variety of ways, based on the statutory requirements of the National Curriculum. These are used to ensure that children understand the information they have been taught.

KS1 Reading Content Domains

- 1a: Draw on knowledge of vocabulary to understand texts
- 1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c: Identify and explain the sequence of events in texts
- 1d: Make inferences from the text
- 1e: Predict what might happen on the basis of what has been read so far

KS2 Reading Content Domains

- 2a: Give/explain the meaning of words in context
- 2b: Retrieve and record information/identify key details from fiction and non-fiction
- 2c: Summarise main ideas from more than one paragraph
- 2d: Make inferences from the text/explain and justify inferences with evidence from the text
- 2e: Predict what might happen from details stated and implied.
- 2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.
- 2g: Identify/explain how meaning is enhanced through choice of words and phrases
- 2h: Make comparisons within the text.

The school has a very strong reading ethos. Children take part in a Weekly Reading Challenge which encourages them to read for (a minimum of) 5 minutes, 5 times a week. Children are encouraged to participate through prizes. All classes enjoy regular class reader sessions with challenging texts. Reading Eggs is used across the school to enhance reading opportunities such as shared reads, question and answer discussion and as homework in KS2. Reading ambassadors (children from KS2) are given the responsibility of reading with children in KS1. At Trimley St Mary we are all 'Resilient Readers':- we skim and scan texts, we never give up, the answers are in our hands!

Writing

In Key Stage 1, writing can be factual, imaginative or based on own experiences. Key skills are explicitly taught in English lessons and expected to be implemented across the curriculum. Writing skills are practised every morning in the following ways: word work, sentence work and extended writing. Pie Corbett's Talk for Writing is used to enhance storytelling vocabulary and writing skills.

In Key Stage 2, children extend their writing skills daily by writing in various ways for different purposes and audiences. Text types includes stories, diaries, play scripts, letters, reports, recounts, explanations, instructions, lists, arguments, persuasive text and letters. Children use these text types across the curriculum. A key skill is planning and editing and taking ownership of our work.

Throughout the school we use 'better blue' pens to edit and improve our work, and reflect on our learning. Bingo Writing Grids and personalised 'better blue' bookmarks are used to ensure children are aware of their individual writing targets. Every classroom displays a No Excuses wall, which reinforces year group expectations.

Grammar is taught regularly with the support of rainbow writing to consolidate understanding of word classes and the Teacher Train Resources. Our children are taught ambitious vocabulary and are encouraged to use this in all areas of the curriculum. This is supported by resources such as dictionaries, thesauruses, and Word Wheels and Word Wizards. We have a language-rich environment where the teaching of etymology and root words is paramount.

Handwriting

Teachers have high expectations of the presentation of work in all areas of the curriculum. There are regular handwriting sessions using a consistent cursive font which is started in EYFS. Children are taught how to join the letters, when appropriate, and should be joining by the end of Year 2. Handwriting pens are given by the school when a consistent, cursive style is achieved and most children use pens from Year 5 onwards. Handwriting intervention groups take place for those children who require further support. Once children master a cursive style, they are expected to use it in every piece of work.

Spelling

In EYFS, children are encouraged to write individual letters and attempt spelling phonetically. In KS1, phonics spelling challenges take place weekly and precision spellings begin when appropriate. Children's progress is assessed termly, and highlighted sheets are sent home to parents, so that they can support their child's learning at home. In KS2, children use the Andrew Brodie Spelling Scheme to support their learning. This is assessed using a spelling challenge, for which the children are expected to practise at home and at school. In KS2 this is supplemented with Precision Spelling, wherein children learn personalised spellings from the CEWs year group lists. The use of mnemonics is used throughout the school to consolidate spelling patterns and enhance the children's understanding and recall.

Drama

We provide numerous opportunities across both Key Stages for children to engage in a variety of drama activities including theatre visits (both in and out of school) as well as using drama as a teaching tool across the curriculum eg hot-seating, debate, freeze-frame, performance poetry, role on the wall, writing in role, conscience alley, forum theatre, cross-cutting and thought-tracking.

Extra-Curricular English Opportunities

At Trimley St Mary Primary School children are offered opportunities to partake in English competitions outside of school. Children have the opportunity to compete in poetry competitions and have submitted work which has been published in anthologies. Each year group takes part in an annual performance to parents which develops their communication skills through singing, acting and narration.

Special Educational Needs

English adheres to the whole-school Equal Opportunities policy. English is planned to ensure that it meets the varied needs of all learners, regardless of their gender, background, culture, physical or cognitive development. Challenge is provided in a range of ways when implementing short term plans, including a variety of individual, paired or group work, use of SFA pedagogy and strategies, as well as both open-ended and structured tasks. Opportunities are provided to reflect and promote positive attitudes towards cultural diversity, and Medium Term plans ensure that relevant and appropriate SMSC links are evident and included.

Spiritual, Moral, Social & Cultural Development

We promote Spiritual Development:-

- In responding to a poem, story or text; pupils can be asked 'I wonder what you think happens next?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?'
- By appreciating the beauty of language

We promote Moral Development:-

- By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills.
- By considering different perspectives

We promote Social Development:-

- By supporting conceptual and language development through an understanding of and debates about social issues
- By providing opportunities for talk in a range of settings

We promote Cultural Development:-

- By pupils telling stories from their own cultures and backgrounds creating the idea that 'everyone has a story to tell'
- By providing opportunities for pupils to engage with texts from different cultures

Use of Computing

Our 'cross-curricular' approach ensures that children have the opportunity to practise and develop their Communication, Reading and Writing skills through a variety of Computing programmes. Children have access to iPads, computers and digital cameras, and upload their work to their Tapestry and SeeSaw online Learning Journeys.

Assessment for Learning

Records are kept in accordance with the school's current Marking and Feedback Policy. Children's work is evident in English, Guided Reading and Phonics books, in topic folders or electronically via online learning journeys such as Tapestry or SeeSaw. Assessments of children's attainment are made against the end of year expectations that reflect the National Curriculum Expectations and are updated termly on Insight. Years 2 and 6 assess against the Teaching Assessment Framework (TAF) in line with statutory expectations.

Leadership and Management

The planning and teaching of English is monitored and evaluated across both Key Stages, and EYFS in accordance with the school's current Monitoring Policy, by both the Subject Leader(s) and the English Governor(s). Evidence is collected in a variety of ways, such as book scrutiny, impact folder, pupil perceptions, learning walks, team teaching and co-planning. Areas of strength and development are identified and feedback to staff and the Headteacher. The Subject Leader(s) is responsible for identifying targets for development that form part of the whole-school action plan. Targets are reviewed and evaluated regularly as part of the English RAP, and the staff and English Governor are informed. Year Groups devise termly Raising Attainment Plans (RAPs) which review data and outcomes and identify target groups and intervention strategies.

External Verification

Children are provided with numerous opportunities to enter competitions. Here children are able to receive rewards for their Reading and Writing achievements. We have strong links with the local library, with many children participating in the Summer Reading Challenge. Children enjoy frequent productions, both in school and in theatres. Authors and illustrators are invited into school to share their love of books with the children. Staff has benefited from many CPD sessions to enhance their subject knowledge. World Book Day is celebrated, which further enhances the children's love of reading.

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