

VAUGHAN PRIMARY SCHOOL

English Policy



Date of Policy: Spring 2023

Date of Review: Spring 2025

Next Review: To be reviewed bi annually

Review Date	Changes made
SPRING 2023	Assessment

To be read with the following documents:

SEND Policy

Assessment Policy

EAL Policy

Aims of the English Curriculum at Vaughan Primary School

- To provide a rich, challenging and stimulating learning environment, where all aspects of English are integrated.
- To provide opportunities for all pupils to become confident learners and users of the English Language, with a developing knowledge of how it works.
- To provide opportunities to apply and transfer the skills learned in English to other areas of the curriculum.
- To promote an inclusive curriculum, providing access for all pupils irrespective of gender, ethnicity and educational needs and is actively representative of all the pupils at Vaughan.
- To provide a curriculum that reflects a range of learning styles and abilities.
- To provide a purposeful curriculum, within meaningful contexts, from Foundation Stage 1 to the end of Key Stage 2 preparing and enabling pupils for life in Modern Britain.
- To give all pupils the learning tools necessary to achieve their full potential.

The Curriculum

Spoken Language

The core objectives are taken from the National Curriculum for English.

The aim of the Curriculum is to encourage pupils to develop into confident speakers who are able to speak fluently and competently. It aims to allow all pupils to become confident learners, who listen with sustained interest. This is achieved through planned opportunities for speaking, listening, group work and drama within English lessons and across the curriculum. Spoken Language encourages pupils to work in a range of social situations, taking active roles, sharing ideas and working collaboratively. The aim is to use and apply this as an integral part of the process of learning.

'The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing'. (National Curriculum for English 2013)

Reading

The core objectives are taken from the National Curriculum for English. A range of published schemes are used for whole class, individual, group/guided and home reading sessions across the school. The aim of the Reading Curriculum is to promote a love of reading and encourage pupils to become confident, enthusiastic and independent readers. It aims to give pupils the necessary tools to handle texts of increasing difficulty, purpose and genre. The curriculum offers a range of reading opportunities through individual, guided and shared reading within the English Curriculum and across other subjects. Within this model, they are encouraged to read for a range of audiences as well as for their own pleasure. It always aims to provide the opportunities to incorporate spoken language, drama and role play.

To support comprehension skills in key stage 2, we use a scheme called 'Cracking Comprehension' which allows the different strands of reading to be taught as part of whole class reading sessions. These allow us to explore the 7 domains outlined in the National Curriculum:

Vocabulary – Activities to help pupils develop their understanding of new vocabulary in context.

Inference – Questions and activities to help pupils read between the lines, understand deeper meanings and themes in a text.

Summary – Pupils are able to summarise what they have read and focus on the main points in the chapter.

Retrieve – Answer simple questions based on the text by retrieving key information.

Predict – Using the information already read, pupils predict what may happen next, using information as justification for their reasoning.

Explore – How meaning is enhanced through the grammatical choices made by the author e.g. words choices & phrases used; sentence structure.

Compare – Compare different books by the same author; compare different characters within the text etc.

To support comprehension skills in key stage 1, we also use a scheme called 'Cracking Comprehension' which allows the different strands of reading to be taught as part of whole class reading sessions. These allow us to explore the 5 domains outlined in the National Curriculum:

Vocabulary – Activities to help pupils learn and understand new words in context.

Sequence – Activities for children to demonstrate an understanding of the sequence of events.

Retrieve – Answer simple questions based on the text by retrieving key information.

Predict – Using what they have read, pupils predict what may happen next.

Inference – Questions and activities to help children read between the lines, understand deeper meanings and themes in a text.

'The programmes of study for reading at key stages 1 and 2 consist of two dimensions: word reading and comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each. Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum'. (National Curriculum for English 2013)

Writing

The core objectives are taken from the National Curriculum for English. The aim of the Writing Curriculum is to develop pupils as independent, enthusiastic and competent writers who are able to write for a variety of purposes and audience. This is achieved by providing writing opportunities in meaningful and relevant contexts using a variety of genres not only within

English but across the curriculum. Grammar, Punctuation and Spelling are taught explicitly as well as alongside text level work.

'The programmes of study for writing at Key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting) composition (articulating ideas and structuring them in speech and writing).'

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition'.

(National Curriculum for English 2013)

The curriculum at Vaughan, aims to use a range of significant authors and writers from a number of cultures, genders and genres, as role models for writing. It aims to promote pupils as successful writers who are able to positively self-assess and analyse their work and the work of others.

Alongside fictional writing, pupils are also taught how to identify, evaluate and write non-fiction genre as well as performing poetry. These are, where applicable taught in a cross curricular fashion so that pupils begin to understand that writing is a key part of most curriculum areas, not just in English lessons. Skills taught are transferable across the curriculum.

Phonics and Spelling

The core objectives are taken from the National Curriculum for English. Twinkl phonics is the core, DFE accredited, scheme used in Foundation Stage, KS1 and where appropriate in KS2. The Phonics and Spelling curriculum aims to develop confident and independent readers and spellers who use their knowledge of the sound system and a variety of spelling strategies in order to use an accurate, expressive vocabulary in their reading and writing. The National Curriculum provides a clear programme of study for Spelling for each Year group or Phase (Lower and Upper Key Stage 2). The Rising Stars Spelling Programme is the core scheme used in Key Stage 1 and 2 alongside other planning resources. Key spelling lists are on display in each classroom to ensure that children are supported to focus on their spellings when writing in all lessons.

Weekly spellings are sent home as part of English homework.

Planning, Teaching and Learning

Planning for progression in English takes place by using the National Curriculum for English. This outlines key concepts, objectives and knowledge to be developed in and across year groups and phases. The National Curriculum allocates key statutory teaching objectives to Year Groups. Each Year Group produces a termly curriculum grid that not only identifies objectives but may also indicate possible links to other curriculum areas and identifies progression

throughout a Year Group and across a Phase when learning about fiction, non-fiction and poetry texts.

Weekly planning details progression across the week. Weekly plans identify key learning objectives, success criteria and where appropriate, assessment criteria. Provision for pupils with Special Educational Needs (SEN) including pupils working at Greater Depth, and pupils with English as an Additional Language (EAL) is clearly identified on weekly planning. Plans are amended (as necessary) and annotated for assessment purposes. Planning is kept in Year Group folders, through an agreed route, on the school network.

At Vaughan Primary School, English is taught through daily lessons. The key principles of Assessment for Learning (AfL) underpin the lesson format. There are a minimum of five allocated English lessons per week. Time allocation may be altered according to the focus of a particular lesson/series of lessons and the use of links across the curriculum. Grammar, Punctuation and Spelling may be taught as distinct sessions but are incorporated into sustained reading and writing sessions. English teaching at Vaughan ensures that all pupils are actively involved in their learning, evaluate their progress against identified measures and know and act on the next steps to improve.

1. Assessment Approaches

At Vaughan we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum.

4.1 In-school formative assessment

Assessment for Learning (AfL) provides opportunities to elicit real-time evidence of what students are learning and involves both teacher and learners in ongoing dialogue, reflection on learning and decision-making. This formative assessment process is central to classroom practice. Teachers gather evidence of where the learners stand in their learning. They use this evidence to make the necessary instructional adjustments by providing constructive or quality feedback that moves learning forward. Teachers are expected to use this formative assessment to update our assessment tracker, Arbor, as they are teaching. Effective in-school formative assessment is the day-to-day assessment which is carried out by teachers and is key to effective classroom practice. It enables:

- **Teachers** to identify how pupils are performing on a continuing basis and to use this information to provide appropriate support or challenge, evaluate teaching and plan future lessons
- **Pupils** to measure their knowledge and understanding against learning objectives, and identify areas in which they need to improve
- **Parents** to gain a broad picture of where their child's strengths and weaknesses lie, and what they need to do to improve

A range of day-to-day formative assessments will be used including, for example:

- Rich questioning
- Written and verbal feedback of children's work

- Observations
- Pupil self-assessments and peer assessments
- Peer marking
- Pupil conferences

4.2 In-school summative assessment

Effective in-school summative assessment enables:

- **Senior Leadership Team** to monitor the performance of pupil cohorts, identify where interventions may be required, and work with teachers to ensure pupils are supported to make progress and attain personal learning goals
- **Teachers** to evaluate learning at the end of a unit or period and the impact of their own teaching
- **Pupils** to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- **Parents** to stay informed about the achievement, progress and wider outcomes of their child across a period

Pupils at Vaughan are assessed periodically and progress and attainment data is recorded on the assessment system 'Arbor'. These assessments are carried out three times a year in December, March and July. Teacher Judgements on Arbor for Reading and Writing will relate to the National Curriculum age related expectations and will state whether a child is working, Pre Key Stage, Below age related expectation; At the Expected Standard, or at Greater Depth. These assessments are used to monitor the performance of individuals, groups and cohorts; to identify where interventions may be required; and to work with teachers to ensure that children are supported to achieve at least sufficient progress and expected attainment.

A range of in-school summative assessments will be used including, for example,

- Short end of topic or unit tests or tasks
- Reviews of progress against individual targets for pupils with SEN
- Teacher judgements on Arbor relating to the National Curriculum age related expectations

Inclusion

Equal opportunities in the English Curriculum are addressed as follows:

- All pupils have equal access to the curriculum
- Access is ensured through a range of teaching styles, learning strategies and differentiation/challenge in activities set
- Learning Intentions and Success Criteria may be differentiated to ensure there is access for all pupils to the English Curriculum

- Cultural and linguistic diversity is respected and celebrated through the promotion of appropriate and relevant resources and themes from a range of cultures
- Boys and girls are offered an equally stimulating and relevant curriculum
- Issues of race, ethnicity and gender are planned for and addressed sensitively within the curriculum.

All pupils, including those with Special Needs are entitled to access the English Curriculum. They are supported by differentiated learning strategies based on their learning needs. This provision applies to all pupils whether they require additional support within or in addition to lessons and those deemed to be requiring further challenge.

Support is predominantly given in class and all pupils are involved in whole class teaching but as appropriate, individuals or groups may be withdrawn for part of a lesson or at a time outside the lesson in the daily timetable. Planned intervention programmes may form part of this provision.

Weekly class plans or intervention plans reflect the provision for identified/focus pupils. Individual targets and Education plans may also inform the differentiated planning for learning.

EAL

Our English curriculum reflects the cultural diversity of the pupils at Vaughan Primary School. It is vital to support these pupils and enable them to access the curriculum, if their skills in English are to progress. Pupils are placed on the EAL register and specified programmes or differentiated work is in place to support their progress in English. The progress and attainment of pupils is tracked termly as part of scheduled Pupil Progress Meetings.

Links across the Curriculum

All the elements of the English Curriculum are inherently linked. They cannot be taught in isolation. English is an integral part of all areas of the curriculum and skills taught within the English curriculum are then transferred and applied to teaching in other subject areas. Sustained writing in other subject areas is a clear expectation across the school.

Monitoring and Evaluation of the English Policy

The effectiveness of the policy will be monitored during the year at key points linked to the school's monitoring calendar through:

- Book/Planning Scrutinies by English Lead, SLT and YGL's
- Monitoring of teaching and learning through lesson observations by SLT
- Pupil Progress Meetings
- Consultation and targeted CPD with staff
- Pupil conferences by English Lead/SLT and YGL's

- Target setting and Lines of Enquiry across all year groups
- Internal and external moderation across the school
- Visits from LA/Inspectorate