



# Ancaster

Church of England Primary School

## English Policy

### *Vision Statement*

*In the spirit of St. Martin, the Centurion Saint, we are a welcoming and inclusive community where every individual is celebrated. As we journey together through exploration and learning, our curriculum strives to promote local and global citizens who realise they have the power to change. Our high expectations for all, underpinned by our core Christian values of Wisdom, Courage and Respect, allow us to challenge everybody to be the best they can be.*

# *Be the Best You Can Be!*

*Wisdom    Courage    Respect*

## **How does our Christian Vision impact upon computing at Ancaster?**

We have chosen 4 Guiding Lights which are inspired by our Church School Vision. Below is an explanation of how each of these guiding lights impacts upon the teaching and learning of computing at Ancaster.

**Inclusivity-** all children have a full entitlement to the whole English curriculum and key texts set out for each year group. Teachers to plan carefully adapted and targeted provision for different groups of children including SEND, EAL, pupil premium and stretch and challenge opportunities, within every lesson. Support is to be given and barriers removed or eased to be planned daily by the class teacher and either provided for by themselves or teaching assistant within the room. High expectations are to be placed upon all children, regardless of their needs, or starting points. A priority is placed on all children to ensure that they are able to read and write to a good level before they leave their Primary Education, ready for secondary learning and adulthood.

**Exploration-** English lessons are to be explorative where a learning question drives and deepens understanding within their English focus. These learning questions can either be contextual based or skills based. Children should be encouraged to explore texts and authors by focusing upon authorial intent, text type or genre specific features, vocabulary, development of characters and illustrations. This will allow the children to gain a better insight of how to become a successful author. The English curriculum is designed to allow children 'to read as writers and write as readers' across a text rich and driven curriculum. Lessons should be creative and practical, where they can be, through devices such as role play, talk for writing, sequencing activities, discussions, debated with a heavy focus upon developing oracy skills and developing children's viewpoints, opinions and reasoning skills.

**Empowerment-** children are to be immersed into a world full of diverse texts, authors and genres with a rich vocabulary to raise aspirations and cultural capital. Texts from a wide selection of different authors, including literary classics, and a wide array of poets and poems are covered across all year groups. Children are encouraged to be aspirational and given the belief that they themselves have the power to become future authors and whilst at Ancaster, are authors within their own rights, every time they pick up a pencil. Through a carefully crafted English curriculum and preselected tier 1,2 and 3 vocabulary, children are to feel empowered by the skills they are carefully crafting, year upon year, as they move through school. Writing and reading stamina are slowly built up, as well as genres, grammatical and spelling skills to ensure all children feel that they are succeeding.

**Values Led-** ourschool values of 'Wisdom, Courage and Respect' are demonstrated through our English curriculum as children are exposed to different texts, authors, cultures and genres, allowing their wisdom to grow and flourish. Courage is developed through exploring and trialing different writing genres, texts types and authors, also with a growing development of children's stamina. Respect is sown through different cultures, different representations of characters and authors on display through our key text selection. Many other values such as determination, perseverance are developed through high, aspirational expectations for all children as well as a scholarly approach. Democracy is developed through regular book votes. Tolerance and empathy is taught through character development and understanding.

### **Introduction**

At Ancaster Church of England Primary School, we are committed to providing a curriculum which is broad and balanced, and provides our children with exciting learning opportunities in order for them to gain essential knowledge, skills and understanding whilst fostering their curiosity. We intend that all children should enjoy their learning, achieve their potential to *be the best they can be* and become independent life-long learners. Our curriculum is underpinned by the National Curriculum for Key Stages 1 & 2 (2014) and the Early Years Foundation Stage Framework (2021) as well as a range of carefully mapped enrichment opportunities designed to enable learning to be revisited and applied in new contexts.

English is an area that underpins and runs through all elements of the curriculum, meaning a high expectation is placed upon the teaching and learning in English. Unlocking great attainment within English means children can successfully read, write and access other areas of the curriculum through their journey at primary school, but also as they move on to their secondary education.

### **English Curriculum Intent**

Our exciting and engaging English curriculum has been designed with key texts at the heart of the curriculum and learning that has been mapped out for each year group. Key texts have been carefully mapped out across the school to inspire all children to be passionate about reading and writing and instil a love for both skills. By allowing key texts to drive our English learning we hope to instil a lifelong love of reading through an immersion into a world of high-quality texts. We hope this will unlock their imagination, creativity, and confidence to be able to read as writers and write as readers. Texts chosen are to provide children with a broad exposure to both narrative, non-narrative and poetry units of learning exposing the children to many different text types and genres during their time at Ancaster. This will raise an awareness to the world around them through a wide variety of authors, classic and traditional texts and stories, contemporary fiction, novels dealing with prejudice, stereotypical issues, texts, and authors from our literary heritage such as Shakespeare to raise the cultural capital of all children within the school. Expectations are high as we are keen to develop the stamina of all children to be able to read and write at length.

Our curriculum is designed to have a vocabulary-filled school with classrooms being language rich environments. Specific vocabulary is progressively mapped to provide children with the ability to continuously develop language acquisition. To provide our children with the skills to access learning, we place a high value on the promotion of oracy and reading to ensure high quality outcomes in every aspect of the curriculum.

Wider cross-curricular links are organised and sequenced to secure and deepen understanding, our curriculum is designed to ensure that explicit connections between different subject areas are identified and explored in order to make learning memorable. Each year, the children's identified learning builds upon previously taught content in clearly mapped out, sequential units which detail the knowledge, skills and vocabulary from Reception through to Year 6. Texts are revisited to allow children to retrieve and recall background knowledge and vocabulary with links to history, geography, science and R.E.

Timely retrieval opportunities are carefully planned and scaffolded throughout our curriculum enabling children to strengthen and remember previously taught knowledge which improves fluent recall and independence. Text types are revisited at least each year to ensure children are developing their skills in order to successfully read, write and construct different literary pieces.

Handwriting and spelling are placed with high importance as they feature with a heavier weighting for our English starters to lessons to ensure we equip our children with lifelong writing skills throughout their

education and into adult life. Our handwriting scheme is progressive through school to develop an accurate, neat and fluid handwriting style. Spelling is year group specific and progressive for each year group, including the non-statutory spelling lists for each year group as set out in the National Curriculum. Grammar and punctuation for each year group is also carefully taught and is year group specific, whilst including retrieval of previously taught skills and knowledge. Phonics is taught daily in EYFS and KS1, which follows a sequenced, synthetic approach using Rising Stars Rocket Phonics.

Our curriculum promotes our core Christian values of wisdom, courage and respect and enables pupils to understand the significance of our local, national and global context; making positive contributions to their community and society through the selection of our key texts, authors and exposure to different characters and experiences through books.

In order to meet the needs of all children, our curriculum is adaptive and flexible. Regular opportunities for evaluation, involving all stakeholders, are planned so that our provision continues to have maximum impact enabling our children to be the best they can be.

## **Legislation and Guidance**

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

## **Roles and Responsibilities**

### English Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- keep themselves and other staff up-to-date with developments in their subject by relevant reading, INSET and policy development;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book scrutiny, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' plans and quality of teaching and learning;
- liaise with appropriate bodies e.g. other schools, governors, the LEA about matters relating to their subject
- provide efficient resource management for the subject.

### SENCO

The SENCO is responsible for:

- collaborating with the headteacher and teachers to ensure the curriculum is accessible to all;
- ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010;
- carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need;
  
- liaising with external agencies where necessary to ensure pupils who require additional support receive it.

### All staff

All staff will ensure that the school curriculum is implemented in accordance with this policy.

## **Curriculum Implementation**

### Organisation and Planning

#### Long Term Plans

Our English curriculum is carefully mapped in long term plans for both reading and writing, to ensure that pupils acquire identified knowledge, vocabulary and skills in a sequential and progressive manner ensuring coverage across narrative, non-narrative and poetry units. Key texts in English writing long term plans allow children to be exposed to year group specific texts, contemporary fiction, classis fiction, literary heritage, multi-cultural texts, traditional tales, mythology, legends, wordless texts, novels and fables across different

genres. Text level and themes progress in complexity and challenge through the year groups to ensure the children are being exposed to high quality and aspirational texts. Within the reading long term plans, novels are mapped out per term from year 2 upwards. Whole class reading texts are specified for year 1. Narrative and non-narrative units are plotted throughout the writing long term plan to ensure that text types and genres previously taught are then revisited for the following year to ensure retrieval and recall opportunities are built into the teaching sequence, but also allowing the children to build upon what they have already learnt and learn new skills and knowledge with regards to reading and writing the focus text type/genre. Narrative and non-narrative units have been written within a year groups yearly scheme to ensure cross-curricular links are made where possible, this allows children to explore vocabulary and knowledge deeper and a wider application of skills, equipping them for learning beyond Ancaster Primary School.

### Short Term Plans

There are core short term planning documents in place to support the lesson structure and design of English lessons for writing and reading. Short term plans give a weekly overview and then a day-on-day outline to the lesson. Short term planning documents are there to support teachers and will only be used/monitored if required. The short-term plans outline SPaG focus, learning question, vocabulary, what you already know, what you will learn, I do, we do, you do approach, speaking and listening section, differing needs and resources and a box for assessment notes. Within reading, the planning document has space for focus reading VIPERS skill, vocabulary to be taught and activity, differing needs, outcome, and assessment notes.

### Quality First Teaching

Our lessons have been designed using Rosenshine's Principles of Instruction to incorporate a focus on retrieval of prior learning so that children know more and can remember more as well as the explicit teaching of identified vocabulary to extend spoken and written language. Mastery principles also ensure that new learning is presented in small chunks with children given the opportunity to learn new content through explicit teaching and modelling, guided and independent practice which meets their differing needs. (Our children understand this process as I do, We do, You do). This enables teachers to identify misconceptions and address them at this point of learning. Information gained by teachers at the end of each lesson, as outlined in our Feedback Policy, enables gaps and/or misconceptions to be identified and subsequent lessons to be re-shaped to address these aspects. All lessons begin with a learning question which allows the children to understand exactly what they are learning in that lesson and how it links to knowledge they learned earlier in the year. Lessons end with a review section which enables the children to re-visit the learning question and carry out an exit task which allows them and the teacher to determine their learning in that lesson.

From EYFS through to Key Stage 1 and Key Stage 2 there should be opportunities for pupils to engage in reading and writing activities every day. These might be through phonics lessons, continuous provision, reading lessons, writing lessons or other subjects.

### Writing Lessons

From year 2, through to year 6, there should be an English writing lesson that takes places daily. These lessons should be an hour long and begin with a SPaG starter lasting 10/15 minutes, Monday, Wednesday and Friday should have a handwriting and spelling focus. Handwriting scheme to be used is Letterjoin, and children should be taught to join their letters from year 2. If children have SEND needs, then it is down to the teacher (after liaising with the SENCO) to decide whether a printed handwriting style may be more appropriate for the child to use. Letterjoin have lesson plans and resources ready to use set out sequentially and progressively for each year group. No Non-sense Spelling is the spelling scheme used across school with planning and resources set out for the teacher, which is year group specific. Common exception words set

out in the National Curriculum should be focussed upon every Monday as well as when they arise during the No-Nonsense Spelling scheme. Punctuation and grammar starters are to be taught Tuesdays and Thursdays to explicitly teach age related expectations and retrieve previous expectations. No learning question is required for the starters and a learning title may be more appropriate to use. Learning questions are to be used to start the main lesson which should be explorative, and skills based, for example 'How do we write questions?'. Main lessons should be underpinned and based upon the key text or text type that has been set out per the long-term plan. Lessons are to be immersive and expose children to become skilled readers and writers for the focus text/genre. Lessons are to be framed by what the children already know, and the new learning to be explicitly shared to build upon previously taught skills within English. Vocabulary (subject specific or text based) are to be front loaded and explored explicitly during each lesson. I do, we do, you do element to the lesson is to be adapted and used specific to the task/year group as needed to ensure a mastery approach is used within English, with a balance of scaffolded support and direct teaching and modelling. A learning review should take place at the end to revisit the learning question to complete the explorative nature of the lesson and learning question.

Not all lessons require a written outcome as role play, performance, speaking and listening, exposure to visual literacy etc may be used within the teaching sequence, and other evidence within books may be collected. Long hand date and learning questions should be present for each lesson. With that said, there is an expectation that there is a high emphasis placed on children to write at length within their English books to a high, consistent standard that aligns with their age-related expectations. Presentation and handwriting is of high importance at Ancaster and children are expected to follow Letterjoin handwriting every time they write. Children from year 3 upwards can write using black biros within their English books, again children with SEND may be exempt from this expectation (after liaising with SENCO).

Children are expected to write an extended piece of writing within their extended writing books once a week (usually a Friday). This is to be used to complete a written outcome for the text type focus within their English write scheme or to write up a piece of cross-curricular written work such as a science report. Children are to ensure they have high expectations for handwriting and spelling, whilst showcasing a variety of age-related expectations that have been taught so far during PaG and English lessons. Teachers are to use their writing framework for each year group to ensure children are building up evidence against the assessment frameworks for the standard of writing they are currently working within. Children are to use frameworks below for SEND needs. Children are to be given time to revisit and edit their writing after they have completed their work (usually Monday to ensure time and space has been given away from the writing session). Teachers to utilise signpost marking to highlight age related features within the text. Writing targets are to be decided, shared with the pupils so they can take ownership for their targets and written upon writing target cards that will be kept within English and extended writing books for every time the child writes.

Within EYFS, writing is to be a feature of daily continuous provision with designated areas and resources readily available for children to access. EYFS practitioners are to build up a culture and ethos for writing for purpose through quality adult led provision woven through continuous provision opportunities or focused whole class or group teaching/intervention sessions. Within year 1, formal English lessons are introduced within the autumn term and build in length, stamina and consistency throughout the year as they complete their transition into a formalised curriculum. Children are to build up to daily English lessons in readiness for their transition into year 2. Extended writing practice to take place within year 1 at least 3 times per term to build up writing fluency and stamina. EYFS are to build up for children to write a sequence of sentences during summer term of EYFS, if they are able, in readiness for year 1. Daily phonics lessons are to take part following the Rising Stars Rocket Phonics programme. Every child has access to their own phonics booklet and Year 1 and Year 2 children to have a phonics book to further practice their application into their writing. All children are to take part in whole class teaching sessions, any children that require further support are to be 'caught up' using an intervention. Additional adaptations may need to be made to the resourcing, adult

support or outcomes set out within the phonics booklets. Likewise, additional stretch and challenge should be used for children that are able to access the booklets and complete with ease.

### Reading lessons

Every child should have the opportunity to read for pleasure every day as they enter our school. From 8:45 am until registration, the children have time to engage with reading a variety of books. This time should also be used for the adults within the room to hear every child read at least once per week to focus upon reading fluency, intonation, expression, self-correction, vocabulary and comprehension skills. Adults will assess if the child is currently reading the correct book band and record their reading session within the child's reading record. A class list is to be used to track readers and some SEND or pupil premium children may need to become targeted readers to support and promote reading development.

In EYFS and Key stage 1, daily phonics lessons are to be taught for at least 30 minutes as the first lesson of the day, when children are the most susceptible to learning. Children are to complete their work in the Rocket Phonics Booklets and Year 1 and 2 may complete additional activities in a separate phonics book. A fully decodable Rocket Phonics reader is to be sent home with the child, in line with their current phonics teaching/ability (this may differ from current book banded book which is to be sent home in addition to the decodable phonics reader).

Whole class reading sessions are to begin in year 1 using the Reading Planet interactive texts. Children are to read and discuss texts as a whole class, with a mix of fiction, non-fiction and poetry. Children are to then complete reading tasks based upon the focus texts from a mixture of VIPERS skills. These are to take place at least 3 times per half term.

Novel study sessions are to begin in Year 2 following the novels outline within the reading long term plan. A one-hour weekly session is to be taught with class reading a chapter, focus on front loaded vocabulary with a follow up task and then a variety of VIPERS questions and tasks to complete following the chapter that has been studied during that session. Teacher are to read aloud the chapter modelling correct and aspirational fluency, intonation and expression to develop children's skills and knowledge. Children are to complete whole class reading tasks within their reading journals. From the summer term in year 2, children are to start to transition across to having 3 whole class reading sessions per week and 2 phonics lessons as they complete phase 6 phonics teaching and transition ready for key stage 2.

Daily whole class reading sessions are to take place within key stage 2, following the reading long term plan. Mondays, Wednesdays, and Fridays are to be focussed specifically on novel study sessions, which are fiction based. To build up a wide range of reading skills and exposure to different text type, genres and a wider array of vocabulary, Tuesday and Thursday whole class reading sessions are to focus upon non-fiction texts and poetry within a weekly cycle. The non-fiction and poetry units are to aid and extend knowledge

discovered from the novel, wider curriculum links or retrieval from previous years topic which are planned and set out within the reading long term plan. Lessons are to follow the structure of front-loading preselected vocabulary from the text (tier 3), reading of the chapter (teacher to read aloud the text modelling high expectations of fluency, intonation, and expression), follow up vocabulary activity and a focus on an IPER reading skill per day. Learning questions are not needed within a reading lesson, but the reading skills should be explicitly taught, shared, and explored. Children are to complete activities within their reading journal for this session, written outcomes are not recorded daily as lessons might be practical with discussions, role play etc taking part within the lesson. Children should retrieve their chapter and knowledge and the beginning of the following lesson. High expectation is placed upon the handwriting and spelling within these books as well as the vocabulary that is taught and applied. Lesson outcomes should be varied and creative to inspire the children and develop different skills.

### Homework

Homework is set out in accordance to the homework policy. English will be set within a cycle of writing, maths and reading. No homework will be sent out during the weeks of half term. Children will be sent home with weekly spellings from focus within class, individual targeted spelling of from age-related word lists.

### **Inclusion and Differentiation**

In line with the Equality Act 2010, we promote equal opportunities to all of our pupils throughout our practices. Every child is recognised as a unique individual and so where we need to make necessary amendments to ensure that all opportunities are equal, we do so using our knowledge of our children's needs. This includes removing barriers, putting in support mechanisms and giving children the opportunities to achieve. We use our Church School Values (Respect, Wisdom and Courage) to further promote positive attitudes to learning and leading a successful, meaningful life.

Teachers set high expectations for all pupils. Provision Maps for pupils with SEND and other additional needs set out support.

In order to provide all pupils with relevant and appropriate work at each stage, we:

- set suitable learning challenges;
- respond to pupils' diverse needs;
- help overcome potential barriers to learning.

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Regular formative assessments identify individual children or groups of children for differentiated activities both within quality first teaching and targeted provision. Children are exposed to their age-related expectations and teaching (unless their EHCP requires a separate bespoke curriculum). Children are to receive scaffolds and support in order to complete learning in line with age related expectations through adult support, sentence stems, WAGOLLS, word banks, letter mats, small group sessions etc.

Extra support and interventions are provided for children as necessary through a number of routes and reasons eg Catch Up tuition through the National Tutoring Programme Tuition Partner and School Led Tutoring options or specific programmes of support as advised by the Specialist Teacher and in line with our SEND Policy. Interventions are time- limited and an assessment takes place pre and post of the intervention to monitor the impact.

Pupil Progress meetings, SEND Clinics and Pupil Premium Clinics take place regularly throughout the school year to discuss current and future provision and interventions. We discuss impact of interventions, potential barriers and further actions required for individual children or groups of children to fulfil their potential.

### **Curriculum Impact**

#### Assessment, Recording, Monitoring and Evaluation

Short and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessment is ongoing and uses work in children's books as evidence to form judgement for the objectives in the national curriculum. Feedback follows the school's policy and identifies areas for children to improve upon. Teachers use this information to identify common misconceptions and adjust future lessons accordingly to provide further teaching and modelling, independent practice or challenge enabling children to respond and reflect on their learning in order to improve. Outcomes from formative



assessments enable us to see how children are keeping pace with our curriculum and to identify gaps which can be addressed through in-class targeted support or by our tutoring routes.

Summative assessments support teacher assessments in the core subjects. We use standardised tests in reading and grammar, punctuation and spelling three times a year to provide us with information of what children are able to do independently, demonstrating an understanding and retention of from learning from across a period of time. The outcomes of these assessments form another evidence source for teachers to use to inform their formative assessment. Internal moderations will take place 3 times a year to moderate writing and reading outcomes, using our school assessment frameworks. A judgement if a child is working towards, at the expected or greater depth of their year group will be made. Evidence for this will be taken from extended writing books, English books, reading journals and reading records such as book band lists, common exception word lists etc.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

Children's progress and attainment in English will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents three times throughout the school year: twice through Parent Consultation meetings and in writing at the end of the school year in the form of an End of Year Report.

#### Monitoring, Evaluation and Review

The English subject leader will conduct half termly monitoring of the teaching and learning within English through a variety of forms such as, lessons observations, drop ins, book looks, monitoring of the learning environment, pupil and teacher interviews and planning scrutinies. SEF forms shall be completed and shared with the SLT and appropriate feedback will be given to the teacher. Any whole school patterns may result in whole staff CPD training. This policy will be reviewed on an annual basis by the English Lead in collaboration with the headteacher.

The specified English Governor will liaise with the English subject leader and monitor the way the school teaches English, look at outcomes, complete learning walks and look at the subject leader's action plan. These will take place three times across an academic year.

#### Links with other policies

Curriculum Policy

EYFS Policy

Feedback Policy

Teaching and Learning and Assessment Policy

SEND Policy

Homework Policy