



Curriculum Policy

English



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English Policy

What is our vision?

To deliver an exciting, innovative English curriculum centred on a love for reading which enables and empowers children's written and oral communication and creativity.

Curriculum Aims:

The overarching 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 language, 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

In EYFS it is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

How do we achieve this?

At Marus Bridge, reading is a partnership, and we value all the parental support children receive. It is imperative that children read at home to an adult. Home reading should be recorded on Seesaw or in planners and children should be sent into school with their reading book each day. In school, children read and are read to daily. The reading book that a child is sent home with is one that they can read independently to an adult and closely match the skills they have been learning in phonics and/or reading sessions. The expectation is that children read at home to an adult at least 4 times per week and this is rewarded in school with the reading raffle and other recognition in class. Children are encouraged to read for pleasure using the class library, key stage library and lending library.

Phonics

In Reception and Year One, children have daily phonics lessons following the Sounds-Write scheme. Sounds-Write is a high-quality phonics programme with a successful approach to the teaching of

reading, spelling and writing. Sounds-Write consists of complex skills, conceptual knowledge and code knowledge. In Reception, children gain an introduction to the Initial Code, recognising that letters are symbols of sounds and blended sounds create words. Within phonics sessions, children build words, swap sounds, read and write words, and construct sentences. Phonics sessions consist of the practice of key skills: blending, segmenting and phoneme manipulation. Children are also exposed to a range of high frequency and common exception words across the units. In Year 1, children recap the Initial Code and begin the Extended Code and continues throughout Year 2. Children are taught conceptual knowledge that phonemes (sounds) can be represented by more than one letter; the same sounds can be represented by alternative spellings; and the same spellings can represent the alternative sounds. When children move into Key Stage 2, revision of the extended code continues with progressively harder words including common exception words, statutory spelling patterns, prefixes and suffixes.

Reading

In reading lessons, children read more challenging texts with their class teacher, exposing them to a variety of question types, extracts and novels to support the development of their reading ability. Lessons are planned to reflect the different skills required in the Reading Content Domains. Lessons are taught in a Teach, Practise, and Apply approach with an emphasis on extending children's vocabulary. This is celebrated with Wordsmith nominations where children using new sophisticated vocabulary can select an age-appropriate book as a reward.

Writing

Children are exposed to a range of different writing text types / genres (See Appendix 1) and are immersed in high-quality texts so that they are continuously developing their spoken language and the skills needed to produce their own high-quality pieces of writing. Throughout the writing process, children are actively involved in creating clear success criteria, analysing outcomes for quality, practising key skills, reviewing success and determining their next steps for improvement. Children are provided with regular opportunities to focus on editing and improving pieces of writing to produce polished pieces of work for display. (See Appendix 2 for teaching sequences.)

Working Walls are used throughout school to display the reading and writing journey that each class have taken through a teaching sequence. Children refer to the working walls throughout lessons for inspiration, to up level their language and to check their work.

Speaking and Listening

In EYFS the development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Speaking and listening are key skills promoted throughout the curriculum and beyond English from Reception through to Year 6. Within English lessons, children are provided with opportunities to

express their ideas to a range of audiences, take part in group discussion and drama activities, and evaluate and reflect on their own speech. Children are encouraged to listen and respond appropriately to others and assisted to develop their vocabulary, articulation and pronunciation. Teachers encourage children to use the vocabulary and grammar of Standard English whenever appropriate and helped to understand the need to adapt their speech to different situations.

Grammar, Punctuation and Spelling

The teaching of Grammar, Punctuation and Spelling (GPS) is also an important part of English lessons and children are taught how to structure and punctuate their writing correctly, becoming fluent with the relevant terminology. Children are taught using a Teach, Practise and Apply model within book units to ensure that they can apply the skills they have learnt in their writing. All activities have a purpose that feeds into extended writing. Children are given daily opportunities to write across the curriculum. Spelling is taught using Sounds-Write throughout school.

Handwriting

Within EYFS, fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Handwriting skills are taught and developed every day throughout Reception to Year 2; three times a week in Years 3 and 4 and then weekly throughout Year 5 and Year 6. These lessons are taught using a Teach, Practise, Apply model. The expectation is that children are beginning to join by the end of Year 2 and will develop a fluent joined style by the end of Year 4.

Scheme of Work:

Teachers use the Power of Reading scheme to select high quality texts that encourage the teaching of reading, drama and writing in a creative, stimulating and cross-curricular way ensuring a breadth of coverage: fiction, non-fiction, poetry and play scripts. (See Appendix 3.) This is supported with resources from PiXL and Literacy Shed Plus.

Resources:

- English Resources on the staff share:
 - Reading
 - Writing
 - Sounds Write
 - Handwriting
 - Spelling KS2
 - GPS
- Power of Reading website (<https://clpe.org.uk/powerofreading> - See Liz Bower for log in details)
- PiXL website (<https://www.pixl.org.uk/> – see Suzanne Carver for log in details)
- Literacy Shed Plus (<https://www.edshed.com/en-us/login> – see Faye Holden for log in details)
- KS2 class sets of novels in Literacy cupboard next to Y6 classrooms
- SoundsWrite (<https://www.sounds-write.co.uk/page-85-uk-trainee-downloads.aspx> - see Faye Holden for login details)

Assessment – How do we assess skills and understanding?

Teachers use daily formative assessment to inform lesson planning and necessary adaptation.

In Reception, children are assessed against the Early Learning Goals for Communication, Language and Literacy (Word Reading, Writing and Comprehension) that forms part of the Foundation Stage Profile. Progress in phonics throughout Reception, Year One and Two is assessed on an ongoing basis throughout phonics sessions and with a half termly Sounds-Write Skills Test. Additionally, Year One children take the statutory 'Phonics Screening Check'. Those who do not meet the pass mark re-take in Year Two.

Teachers use PiXL assessments for reading, grammar and spelling. Teachers use PiXL resources to support teaching gaps noted during marking of assessments.

Teachers allocate a PiXL grade to children for reading and writing based on their performance in assessments and in class. (See Appendix 5.)

Children complete 9 pieces of extended writing per year in KS1 and 12 pieces per year in KS2. Internal writing moderation takes place three times per year to ensure consistency of judgements. These are verified in external writing moderation with The Literacy Company. Book scrutiny by subject leads takes place twice per year to monitor teaching and learning.

Health and Safety

When delivering drama lessons, ensure tables and chairs are stacked neatly against the sides of the room and do not allow children to sit on them while stacked.

Inclusion and Safeguarding Considerations

The class teacher meets the needs of the Most Able and SEN by adapting English lessons through levels of support provided and adopting a mastery approach. Children identified as having additional Special Educational Needs may need greater adaptation of materials and tasks consistent with that child's I.E.P. (Individual Education Plan). More able children will be challenged and motivated by greater differentiation of challenge and vocabulary exposure. The class teacher also aims to identify those children who may be gifted in English and provide them with appropriate learning opportunities. All children will be given opportunities to participate on equal terms in all English activities and due consideration will be given to the principles of Inclusion.

Monitoring and Review:

English is monitored by subject leads, who provide regular support and feedback to colleagues. On a weekly basis, subject leads monitor different aspects of our English curriculum. Monitoring includes lesson drop ins, reviews of working walls, environment walks, reading record keeping / diary checks, and book scrutiny.

Appendix 1 – Writing Text Types / Genres

Text Types	
KEY STAGE ONE	KEY STAGE TWO
Narrative Poetry Labels, lists, captions Instructions Recounts Reports	Narrative Poetry Reports Recounts Explanation Instructions Persuasion Discussion

Text Type	Genre
Narrative	Familiar settings, other cultures, traditional/fairy tales, fantasy, myths and legends, adventure / quest, mystery, play-scripts, historical settings, imaginary worlds, raising dilemmas ...
Poetry	Themed, rhyming, performance, shape/calligrams, riddles, cinquain, limerick, clerihew, nonsense, free verse, acrostic, haiku, sonnet ...
Labels, lists, captions	Classroom labels, shopping lists, picture captions ...
Instructions	Recipes, rules and method for playing a game, e.g. 'Monopoly', notes on assembling toys, computer manuals, etc.
Recounts	Letters, diary entries, blogs, newspaper reports, biographies, science experiments ...
Non-chronological Reports	Information posters, double-page spreads ...
Explanation	'How to..' books (<i>often integrated into above</i>)
Persuasion	Leaflets, advertisements, letters of complaint, newspaper editorials, debates, etc.
Discussion	Debates, essays, academic writing, etc. (Often called ARGUMENT – most texts of this genre include aspects of persuasion).

Appendix 2 – Teaching Sequences

Stage one - Read and comprehend

Share a quality text (ensuring a range of fiction/non-fiction/poetry). Identify the author's purpose for writing. This stage is well-suited to applying Magenta principles as you should challenge children to describe, justify and explain their thinking. When planning this stage use the content domains for reading:

KS1:

1a Draw on knowledge of vocabulary to understand texts

1b Identify/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:

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

- Teach reading inference strategies and make sure children are familiar with what a good reader does.
- Plan for written responses, drama, role-play, comprehension questions, debate, character analysis, setting analysis and book reviews
- Use question stems from Pixl to ask / answer questions
- Respond to a range of questions that involve matching boxes, true or false; ventures diagram, numbering events, sequencing, multiple choice, ticking boxes, find and copy, predicting and longer responses that refer to more than one point / evidence
- Dictionary work including games
- Collecting, defining and displaying key and new vocabulary (making links to cross-curricular work if applicable and spelling of common exception words)
- Identify layout features and organisational devices of fiction, non-fiction and poems

Stage two – Analyse

- Share 'What A Good One Looks Like' (WAGOLL) and / or 'What A Bad One Looks Like' (WABOLL) and discuss features of the text type
- Create success criteria with the children's input
- Identify success criteria within WAGOLL and compare to WABOLL
- Identify the author's use of language for different effects
- Identify audience and purpose of the text (may be different to the original book)
- For non-fiction texts, carry our research if needed, making cross curricular links

Stage three - Plan

- Share ideas
- Take notes (e.g. from watching a video or by summarising a text)
- Use sticky notes/prompt cards to physically arrange information and ideas (where in the text does this belong?)
- Storyboards / story maps / role on the wall
- Hot-seating / Q&A
- Vocabulary gathering including thesaurus work (consider online thesaurus)
- Oral rehearsal/talk for writing
- Presentational devices (Title, bold font, different style of writing, underlined, in a different colour, pictures and captions, words in different colours, keywords, technical language)
- Organisational devices (Text boxes – writing may be organised in boxes instead of paragraphs, sub-headings may be used, language referring back to the title, columns, paragraphs)

Stage four - Writing skills

- Explicitly teach key year group objective or objectives that will be the focus of the writing. Link to the WAGOLL/WABOLL
- Model the writing
- Shared writing – make deliberate mistakes and identify and clarify misconceptions
- Children practise the skills in English books, teacher to mark for GPS
- 'Daily Review' or corrections should be completed at the start of the next lesson (be vigilant in not accepting mistakes that have already been fed back)

Stage five - Extended writing

- Discuss and display success criteria (in books or on working wall)
- Children can access their English skills books to aid their writing
- 45 mins – 1 hour first draft writing opportunity. Children proofread before handing in books and self-assess / peer-assess against success criteria
- KS1 / LKS2 Teacher to read first draft and tick off/date objectives evidenced in first draft on tracking sheet / online tracker before marking
- KS1 / LKS2 Teacher to mark in green pen against success criteria and for GPS, including pink (positive) and green (improvements) highlighting
- KS1 / LKS2 Teacher may or may not give written feedback for targets depending on structure of next stage
- UKS2: Teacher to read first drafts and these inform planning for edit and improving work
- UKS2: Teacher does not give written feedback on first drafts as child will up-level, edit and redraft their own work

Stage six - Evaluate and edit

- All extended writing should be edited and improved in some way – either a paragraph or in full
- Teach specific gaps noted from first drafts in GPS, vocabulary and skills from previous year groups that need reinforcing
- Children practise skills in English books as needed which is marked
- KS1 / LKS2 children complete corrections using red pen (teacher led)
- KS2 children edit in blue pen (independent)
- Teachers model the process of checking writing against success criteria

- Use editing stations / teacher's verbal feedback / stamps / symbols to help children focus on improving one aspect of writing from the success criteria at a time
- Use word banks, word walls and dictionaries to correct spellings - spellings should be written out three times

Stage seven - Redraft

- Model how to use an edited draft to redraft. Explain the difference between redrafting and copying
- Redraft own writing at least once every half term – word process at least once per term
- UKS2 - Teacher mark and assess final draft in green pen (GPS and pink / green highlighting on sticky labels with success criteria printed on) - add pieces to display
- Children complete corrections from teacher in red pen (check these are completed correctly – spellings to be written out three times)

Stage eight - Read aloud and perform

- Children practise projection, intonation, fluency and pausing for punctuation
- Peers comment
- Learn and perform a range of texts including poetry by heart

Appendix 3 – Scheme of Learning

	Fiction	Non-Fiction	Poetry	Play Scripts
YR	<ul style="list-style-type: none"> • The Everywhere Bear • Avocado Baby • Knuffle Bunny • Emily Brown and the Thing • Blue Penguin • The Snowman • Somebody Swallowed Stanley • Jack and the Flum Flum Tree 	<ul style="list-style-type: none"> • Surprising Sharks • Solar System – Jill McDonald 	<ul style="list-style-type: none"> • A Great Big Cuddle – Poems for the Very Young • Tasty Poems • Caterpillar Cake 	<ul style="list-style-type: none"> • Goldilocks and the Three Bears. (TT)
Y1	<ul style="list-style-type: none"> • Rapunzel (TT) • Miss Nelson Is Missing • Space Tortoise • The Jolly Postman (TT) • When Jelly had a Wobbly • Quick Quack Quentin • Pretty (TT) • Hansel and Gretel (TT) 	<ul style="list-style-type: none"> • Florence Nightingale (Little people big dreams) • Mary Seacole (Little people big dreams) 	<ul style="list-style-type: none"> • Ready steady Mo 	<ul style="list-style-type: none"> • When Jelly had a Wobbly –section of this. • Lost and Found
Y2	<ul style="list-style-type: none"> • David Goes to School • The Last Wolf (TT) • Prince Cinders (TT) • The Bee Who Spoke • The Hodgeheg • The True Story of the Three Little Pigs (TT) • Jack and the Baked Beanstalk (TT) 	<p>The Book of Bees The Book of Trees Why Do We Need Bees? Eyewitness Titanic Rescuing Titanic The Story of Titanic for Children Shackleton’s Journey Little People Big Dreams Ernest Shackleton Little People Big Dream Emmeline Pankhurst Suffragette</p>	<ul style="list-style-type: none"> • Poems to Perform • The Puffin Book of Fantastic First Poems 	<ul style="list-style-type: none"> • The Twits

Y3	<ul style="list-style-type: none"> • Stone Age Boy • How to Wash a Woolly Mammoth • Leon and the Place Between • Charlotte’s Web • Charlie Changes into a Chicken • The Great Kapok Tree 	<ul style="list-style-type: none"> • Awesome Facts About Spiders • Look inside The Stone Age 	<ul style="list-style-type: none"> • Hot Like Fire and Other Poems 	<ul style="list-style-type: none"> • Indian Tales (TT) • The Secret Kingdom
Y4	<ul style="list-style-type: none"> • The Singing Ringing Tree (TT) • The Rhythm of the Rain • The Miraculous Journey of Edward Tulane • The Iron Man 	<ul style="list-style-type: none"> • Men, Women and Children in Anglo-Saxon Times • One Plastic Bag 	<ul style="list-style-type: none"> • A Carribean Dozen 	<ul style="list-style-type: none"> • Arthur and the Golden Rope
Y5	<ul style="list-style-type: none"> • Fox • Floodland • Wonder • Odysseus (TT) • Treason 	<ul style="list-style-type: none"> • Planetarium • The Tudors (Marica Williams) 	<ul style="list-style-type: none"> • Cosmic Disco 	<ul style="list-style-type: none"> • Greek Theatre
Y6	<ul style="list-style-type: none"> • Streetchild • Letters from the Lighthouse • The Explorer • The Day the Crayons Quit • Grimm Tales - Philip Pullman (TT) 	<ul style="list-style-type: none"> • When Darwin Sailed the Sea (Evolution and Inheritance) • The Bluest of Blues (Classification) 	<ul style="list-style-type: none"> • Shakespeare’s Sonnets 	<ul style="list-style-type: none"> • Shakespeare – Macbeth

Appendix 4 – Assessment Calendar

Year 6



Paper	Publication date	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
SEPTEMBER ASSESSMENT PiXL Paper ¹	15 July 2019	2 September – 20 September 2019	Thurs 26 Sept 2019	1 October 2019
NOVEMBER ASSESSMENT 2017 National KS2 Papers	14 October 2019	4 November – 22 November 2019	Thurs 28 Nov 2019	3 December 2019
JANUARY ASSESSMENT 2018 National KS2 Papers	10 December 2019	6 January – 24 January 2020	Thurs 30 Jan 2020	4 February 2020
MARCH ASSESSMENT 2019 National KS2 Papers	10 February 2020	2 March – 20 March 2020	Thurs 26 March 2020	31 March 2020

Years 3-5



Paper	Publication date	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
MAY ASSESSMENT ¹ PiXL Summer 2019	29 April 2019	20 May – 14 June 2019	Thurs 20 June 2019	25 June 2019
OCTOBER ASSESSMENT ² PiXL Autumn 2019	9 September 2019	1 October – 1 November 2019	Thurs 7 Nov 2019	12 November 2019
FEBRUARY ASSESSMENT PiXL Spring 2019	9 January 2020	3 February – 28 February 2020	Thurs 5 March 2020	10 March 2020

Year 2



Paper	Publication date	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
AUTUMN ASSESSMENT 2018 National KS1 Paper	16 September 2019	14 October – 29 November 2019	Thurs 5 December 2019	10 December 2019
SPRING ASSESSMENT 2019 KS1 National Papers	3 February 2020	2 March – 20 March 2020	Thurs 26 March 2020	31 March 2020

Year 1



Paper	Publication date	Assessment window	QLA deadline	Publication of National QLA and IFT Reports
SUMMER ASSESSMENT	29 April 2019	7 May – 14 June 2019	Thurs 20 June 2019	26 June 2019
SPRING ASSESSMENT	6 January 2020	20 January – 21 February 2020	Thurs 27 February 2020	4 March 2020

Appendix 5 – PiXL Language of Assessment

PiXL Grades	Definition
A1	Based on current rate of progress, will secure Above Expected Standard
E1	Based on current rate of progress, will secure Expected Standard
B1	PiXL Key Marginal Based on current rate of progress, will not achieve Expected Standard but with the right forensic support and targeted intervention, has the potential to do so.
B2	Not expected to achieve Expected Standard