

English



Contents

Intent

Aims

Planning

Teaching and learning strategies

Assessment

Marking

Resources

Continuing Professional Development

Monitoring and Evaluation

Intent

The intent of our English curriculum is to provide our children with the opportunities to be enthusiastic and engaged in their own learning. At Swansfield Park Primary School, we aim for all our pupils to be accurate and confident readers, writers, speakers and spellers, who can transfer their English skills to all areas of the curriculum.

Our broad and balanced English curriculum ensures all children are given the opportunities to express themselves clearly and creatively, and that they understand how important their English skills are throughout their school life. We also want our children to realise how important their English skills are outside of the school environment and to prepare them with the expertise and understanding for their future lives.

The National Curriculum states that:

“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.”

At Swansfield Park Primary School, we want our children to be confident in all areas of written and oral English and are able to transfer these English skills to all areas of the curriculum.



Aims

In line with the National Curriculum for English, at Swansfield Park Primary School, we aim 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.

Planning

At Swansfield Park Primary School, we believe that providing children with well-planned, stimulating activities ensures progress for every child.

Planning is undertaken on three levels:

Long-term planning

At Swansfield Park Primary School, the content of the National Curriculum is organised progressively into terms. We believe that children learn best when their learning across the curriculum is interconnected and, because of the mixed age class structure within our school, planning is organised using a thematic two-year rolling programme. This ensures that children experience a wide range of genres throughout their time in Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2, whilst also being provided with opportunities to apply learnt skills and demonstrate mastery across a range of curriculum subjects.

Within the EYFS, long-term planning details the key knowledge and skills that children will work towards within our two-year-old, Nursery and Reception classes. Furthermore, it provides guidance about the provision, learning opportunities and environment within each of these age phases.

Medium-term planning

Medium-term planning is carried out either half-termly or termly, depending on the topics or teachers' professional judgements. Teachers work in their Key Stage teams to identify the

relevant National Curriculum Programme of Study and high-quality literature is then carefully selected to inspire and engage all learners. This is presented using an agreed planning template.

In addition to this, our medium-term planning details ways in which learnt English skills can be secured. Through our mastery approach, opportunities are identified within planning for children to use their English skills across the curriculum.

Short-term planning

Short-term planning is carried out on a weekly basis. Individual teachers are responsible for the planning of thoughtful, stimulating weekly lessons for their class. The school does not have a set proforma for short term planning but it is expected that staff will detail the intended learning of each lesson, the teaching activities to be used as well as the learning outcomes.

For formal lesson observations, staff are able to use the school's lesson observation document when planning their individual lessons. If used, it is the responsibility of the class teacher to ensure that this document is shared with the relevant individuals prior to the observed lesson.

Planning across the curriculum

At Swansfield Park Primary School, we seek opportunities to make cross-curricular links. Opportunities are given to children to use and apply the skills they have learnt in their English lessons across the curriculum, in order to deepen their knowledge and understanding. These opportunities are identified in medium-term plans.

Teaching and learning strategies

At Swansfield Park Primary School, we use a variety of age-appropriate teaching strategies to cater for the varied learning styles of our children. These are detailed below in the context to which they apply (reading; writing; spelling, vocabulary, punctuation and grammar; and speaking and listening):

Reading

At Swansfield Park Primary School, we are determined that every one of our children will learn to read regardless of their background, needs or abilities. Reading is an essential skill for life and at Swansfield Park Primary we want our children to leave school sharing their teacher's love of reading. To this end, every class across the school is read to by an adult on a regular basis, fostering a love for reading through exposing the children to high-quality literature across a range of story genres, poems, rhymes and non-fiction which are linked to the topics studied where appropriate and to children's interests. Teachers are

encouraged to choose challenging texts that will uncover new vocabulary and themes, opening up discussions around the language of books. In class, opportunities are taken to share texts across different genres of story, poetry, rhyme and non-fiction, informing lessons across the curriculum to develop children's vocabulary, language comprehension, love of reading and familiarity with different literary conventions. Similarly, in line with our mastery-led approach to teaching and learning, all children have wide and varied opportunities to practise and apply reading skills across the entire curriculum. This means that there are planned opportunities to research, locate information and follow written instructions in all subject areas. In addition, time and care is taken to ensure that children experience reading beyond the classroom through educational visits and guests within school who showcase the importance of literacy skills.

Within Preschool and Nursery, children take part in regular phonological awareness activities through 'soundabout' sessions. Those children who demonstrate the necessary skills take part in regular Read Write Inc sessions. Reading and Read Write Inc style sessions - adapted to best fit the needs of our children and to ensure ambition for our children against the appropriate statutory framework (National Curriculum or Early Learning Goals) - are then used to deliver daily systematic, synthetic phonics lessons in Reception and Year 1, enabling children to decode efficiently. We recognise that some children may need extra support, and because we at Swansfield Park Primary School are determined that every child can and will learn to read, the scheme is also available to Year 2 children who would benefit from continuing with it. For all the children enrolled on the phonics programme, the school has clear term-by-term expectations against which their progress can be assessed, and frequent, detailed ongoing assessment of progress means that those children who are not making sufficient progress are quickly identified and targeted support given. As a result, from Year 2 onwards, children become increasingly fluent and independent readers with decoding a more automatic process.

Throughout school, children's reading is formally assessed on a termly basis as a minimum with informal teacher judgement about a child's progress against age-related expectations made more frequently. This allows teachers to both quickly identify those children who are not making sufficient progress in their reading and assess their individual needs, with those children then taking advantage of the range of interventions across the school which develop their skills and understanding in reading. Depending on need, children will receive different targeted support. Some children will attend paired reading sessions, receive phonics or reading comprehension interventions, with a complete list of children accessing this additional help held centrally. Children across Key Stage 2 are enrolled in Reading Plus, an online program designed to improve a child's reading efficiency. The use of Reading Plus allows children at Swansfield Park Primary School to develop and improve their comprehension, vocabulary and silent-reading efficiency by simultaneously building their fluency and ensuring full comprehension of the text being read. Children in Upper Key



Stage 2 use Reading Plus regularly both in school as a reading lesson and at home as part of their homework. Whilst all children in Lower Key Stage 2 are enrolled in Reading Plus, dependent on their reading level, it is not always appropriate for them to access it from the beginning of the school year. By the end of Year 4 all children should be using Reading Plus on a regular basis. Some of these children who have been identified by the class teacher as needing extra support will also use Reading Plus as part of a package of targeted support to improve the fluency and comprehension of lower ability readers. As the children work through a series of texts and progress through the levels, the data is collected for the class teacher to view and assess progress. Data from the program is compiled into reports for teachers to analyse regularly.

In addition to the phonics programme for Reception, Year 1 and some Year 2 children, children from Reception to Year 6 take part in Guided Reading sessions led by a specialist literacy support assistant. These individual reading sessions take place weekly (some more confident Year 6 children with longer texts may attend sessions fortnightly), and during these differentiated, small-group sessions, the specialist literacy support assistant will model reading strategies, and develop the children's higher-order reading and response skills. As children continue to make progress, this is reflected in the sequence of the reading books chosen for them or which they are allowed to choose from. Younger readers will read and re-read books closely matched to the grapheme-phoneme correspondences they know, or which they are currently learning, whilst older readers will progress through cumulatively more complex books, both in terms of vocabulary and content, as well as structure. To eliminate the transfer of books to and from school, reading books for children taking part in Guided Reading sessions are electronic and are from the Pearson Bug Club website. To best ensure our children's continued access to quality reading materials and the continuation of reading lessons during the period of COVID-19 restrictions, all children from Reception to Year 6 have access to a range of suitable online texts which are set for them to read by their class teacher, and who can then assess their understanding.

Because reading is a skill for life and not merely a discrete lesson, reading strategies are modelled, and detailed discussion held whenever appropriate, by class teachers and teaching assistants throughout the school day, not just in dedicated reading lessons (such as phonics in Reception and Year 1 or Guided Reading). This allows our children to develop their own individual strategies unique to their own needs and abilities. As a skill of life, at Swansfield Park Primary School, we recognise that reading is not confined to the classroom as it informs every aspect of our day-to-day lives. Therefore, we understand how vital the outdoor learning environment is to our children's development and this is enshrined in our medium-term planning documents. In the Early Years, continuous provision opportunities are used indoors and outdoors to develop imagination and story-telling skills.

Writing

At Swansfield Park Primary School, through well-planned sequential lessons we develop the children's ability to produce well-structured and detailed writing in which the meaning is clear and the interest of the reader is engaged. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of the National Curriculum. Attention is paid to the formal structures of English, grammatical detail, punctuation and spelling.

Teachers are flexible when it comes to choosing appropriate writing models. Through Read Write Inc and Talk for Writing strategies, children develop their story language and learn how to structure stories. These strategies are predominantly used in the Early Years and Key Stage 1. Children in all key stages are given daily opportunities to write for a range of purposes and contexts. They also have regular opportunities to complete independent, extended writing to apply their taught skills. Our long-term planning for English identifies the range of texts covered by each year group ensuring a breadth of coverage.

At Swansfield Park Primary School, we recognise the importance of technology in developing English skills. Interactive technology is used on a daily basis during lessons to enhance the teaching of English. Technology may also be used to support the end product of a writing task, for example, using the iPads to create a news clip.

In Pre-school and Nursery, children have regular opportunities to develop both gross motor and fine motor skills ready for writing. In Key Stage 1, children follow the Penpal handwriting scheme. This scheme is available to Key Stage 2 children, if needed. Identified children also have access to fine motor skills interventions.

Following our mastery-led approach, children are encouraged to use their writing skills across all of the curriculum. Opportunities are given in humanities, science, and RE to apply their knowledge from English lessons by producing an extended piece of writing in these subjects.

Spelling, Vocabulary, Punctuation and Grammar

Spelling at Swansfield Park is developed through the systematic teaching of Read Write Inc style lessons and the recurrent teaching of spelling strategies in Key Stage 2.

In Years 1 - 6, children receive spellings along with a spelling test. These spellings, which generally follow a given spelling pattern, are sent home each week to practise. Children are then encouraged to use these spellings throughout their writing. In Years 1-6, teachers use the appendices in the National Curriculum which develop a range of vocabulary to inform the set spellings and modelled words to be seen in children's writing. Additionally, children in Key Stage 2 are enrolled in Spelling Frame, a website which includes all the words - both statutory and examples - from the National Curriculum for Spelling for Years 1 to 6. Class Teachers in Key Stage 2 set their children's spellings to follow a given rule or type (such as homophones) and children can practise their weekly spellings in a series of games that

develop independence by improving their understanding of the meaning of words, how the given spelling rule is applied, how words can be broken down into syllables (phonemes for Year 1 words) and understanding areas of personal strength and weakness by providing instant feedback. Children complete these games and practise tests at home but are still tested in class on a weekly basis.

Classrooms are immersed in rich vocabulary which the teachers choose specifically to match current topics and learning. In addition, children are provided with word banks and encouraged to use dictionaries and thesauruses to improve their spelling and word choices. Classrooms in Key Stage 2 also have a 'Word of the Day' from the Vocabulary Ninja website. Children are introduced to the word and its definition, synonyms and antonyms. Children record this information in an age appropriate manner in their vocabulary books and are challenged to put the word in a sentence using an example sentence as a model. Children are further challenged to use these words of the day in their classroom discussions and in their independent writing.

Weekly grammar and punctuation lessons take place across both Key Stage 1 and 2. These lessons follow the HeadStart scheme and include a range of age-appropriate activities and assessments. In Key Stage 2 understanding and knowledge of grammar and punctuation is tested termly, using the assessment resources from the HeadStart scheme, in addition to children's application of it in independent writing assessments.

Speaking and Listening

At Swansfield Park Primary School we recognise the importance of spoken language in children's development across the whole curriculum. Children are encouraged to speak clearly, responding to questions in full sentences where appropriate, and listen carefully. Speaking and listening are stimulated in a range of ways throughout the school including:

- Listening to and responding to stories, rhymes and songs
- Discussing and expressing opinions
- Giving and receiving instructions or information
- Using talk partners
- Storytelling and reading aloud
- Assemblies (including, but not limited to, class assemblies, Christingle and harvest festival)
- Debating within lessons
- School council representatives
- Pupil parliament representatives
- Imaginative roleplay
- Drama activities and productions, such as pantomimes and nativities



Children who require extra support in speaking and listening are referred to a Speech and Language specialist, in accordance with our SEND policy.

Assessment

At Swansfield Park Primary School, the key sources of assessment in English are:

- Informal annotations on planning
- Discussions with individual / groups of children
- Assessment for learning strategies: peer and self assessments
- Marking and feedback in children's books
- Weekly spelling tests
- Termly progress checks using a range of published test materials
- Year 1 phonics screening
- End of Year 2 and Year 6 SATs tests
- Termly Read Write Inc banding

Assessments are carried out at three levels:

Short-term assessments

In the Early Years, all members of staff are responsible for observing children as they interact in both child-initiated and planned activities, making sure that each child is regularly assessed against the EYFS curriculum. In Pre-School and Nursery, these observations are evidenced in each child's online learning journal. In Reception, observations, work and achievements are evidenced in each child's online learning journal and in their workbooks. In addition to this, assessments against 'I can' statements are made on a weekly basis. Where appropriate, staff also use the development statements to identify possible areas in which to challenge and extend a child's current learning and development.

In Key Stages 1 and 2, short-term assessments include routine observations and discussions, as well as the independent work of children. These are informally recorded against the 'I can' WILMA statements detailed in each child's English book. Weekly spelling tests are carried out for children in Years 1 to 6.

Medium-term assessments

In Pre-School and Nursery, staff record progress using online Northumberland Pupil Passports. These are updated twice yearly. In the Early Years, on a termly basis, staff make an overall judgement against the Early Years Development Matters age bands and this data - which is informed by progress trackers - is monitored by class teachers and Senior Leadership Team. Within Nursery, Reception and Year 1 (and those Year 2 children who occasionally access it) children on the Read Write Inc. programme are assessed against

the phonic bands on a termly basis and progress is monitored to determine the appropriate groupings. Specific children, as identified by the teaching staff, may be assessed more frequently to monitor progress closely.

In Key Stages 1 and 2, medium-term assessments are carried out on a termly basis for reading comprehension and writing. Alongside these, Key Stage 2 children carry out a grammar and punctuation assessment. However, children in Year 6 are assessed half-termly and other children - regardless of year group - may be assessed more frequently depending on need and/or teacher judgement. Class teachers then use a selection of qualitative and quantitative evidence gathered from a cross-curricular range. This is then used to inform children's individual progress sheets. From this, an overall level is allocated for each child and data is entered by class teachers onto SIMS and mapping grids are generated to track the progress of both individuals and groups of children.

On a termly basis, assessment judgements are moderated internally. These medium-term assessments inform children's individual targets which are recorded on their Mentoring / Report Sheet and shared with children and their parents/carers. Across the whole school, blue folders are used as evidence of children's achievement. This folder stays with the child throughout their time at Swansfield Park primary School and contains examples of their work from each school year, summative assessments and individual pupil progress sheets as well as reports to parents.

Long-term assessments

Towards the end of the academic year, children in Year 2 and Year 6 sit standardised English tests. In Year 2, teacher assessments are reported to the LA which are informed by these tests. In Year 6, children's achievement is reported to the LA and their attainment is measured against school and national targets. In addition to this, children in Year 1 sit the National Phonic Screening Check. Those children who do not pass at the end of Year 1 are re-tested at the end of Year 2. Children's scores are reported to the LA and their achievement is recorded as working towards or at the expected standard. The school's achievement in this test is compared locally and nationally.

Within the Early Years Foundation Stage, staff use a broad range of evidence to inform end of year judgements for Literacy and Communication and Language. For children in Nursery, this is taken as a baseline for the start of the next academic year. End-of-year judgements for Reception children are made against the Early Learning Goals and these judgements are verified either through cluster or formal LA moderation. Children's achievement is then reported to the LA and assessment data is compared locally and nationally.

For children in Years 1, 3, 4 and 5 end-of-year reading comprehension and dialogue with guided reading group leaders inform a summative judgement for reading. An independent writing task, along with evidence of extended written tasks within work books from across

the curriculum informs an end-of-year judgement for writing. All children receive an end-of-year written report which documents a summary of the child's effort and progress within English in terms of reading and writing. As a statutory document, it also states whether a child has reached end-of-year age-related expectations in English as in the other core subjects.

Marking

At Swansfield Park Primary School, we believe that children should be actively encouraged to participate in the marking process, either through self and peer assessment opportunities, or through responding to teachers' feedback. Teachers are responsible for ensuring marking is kept up-to-date and to ensure that children are given prompt feedback on the work they have done. Marking should make clear the achievements of each child, 'Green for Go', as well as what an individual child needs to do in order to improve 'Think ahead with Red'. Marking should also make clear a child's next steps. It is expected that detailed marking and feedback will be given to all children at least once per week for their written work and that children will be encouraged to respond, demonstrating an open dialogue to help improve and move learning on. In addition to formal, written marking, teachers will also use other forms of feedback during lessons such as verbal feedback and questioning to ensure that a child's learning is moved on.

Resources

There are a wide range of resources available to support the teaching and learning of English across Swansfield Park Primary School. Classrooms have dictionaries, thesauruses, vocabulary rich environments and spelling resources. Classrooms also have a selection of fiction and non-fiction texts within a class reading area and children have access to the school library. We have access to Northumberland Schools' Library service. Each term, teachers identify a range of books to enhance a unit of work which are then loaned from the service. Resources are audited, checked and updated annually. Areas of need are monitored and resources purchased in line with needs using the school's subject bidding process.

Continuing Professional Development

All staff are encouraged to develop, assess and improve their teaching of English. Where a member of staff feels a need for a particular INSET, discussions should take place with their line manager as part of their Performance Management. At Swansfield Park Primary School,

we encourage staff to attend school based INSET as well as external training courses advertised through the online E-Courier. We also involve staff with policy and decision making as well as provide opportunities for in-school coaching where staff can both work with, and observe other colleagues.

Monitoring and Evaluation

It is the responsibility of the English subject leader to produce an annual action plan in order to effectively plan, monitor and evaluate the development of the subject across the school. As a core subject area, the action plan is also monitored by a link governor. Within the classroom, monitoring of the standards of children's work and the quality of teaching in English is the responsibility of both the English subject leaders and the senior leadership team. It involves lesson observations, work scrutiny, learning walks, pupil interviews, data analysis and planning reviews. The designated English governor also meets with the English subject leader to challenge and assess the effectiveness of action plans and results.



This policy has been formally adopted by the governing body.

VERSION HISTORY

VERSION	DATE	DESCRIPTION
Initially adopted	June 2020	Adapted into Swansfield Park Primary School
Review	June 2021	New text



APPROVAL AND AUTHORISATION

	NAME	JOB TITLE	SIGNATURE	DATE
Approved	Jenny Smith	Head Teacher		
Approved	Angela Jefferies	Chair of Governors		
7	DATE OF NEXT REVIEW		Autumn 2023	



www.swansfield.northumberland.sch.uk



The Avenue, Alnwick NE66 1UL



01665 602267



admin@swansfield.northumberland.sch.uk



12