

English Policy



Costock CE Primary School

Where every child is a star! 

'As God's children, we shine like Stars' Philippians 2 v.15

Our Promise

Every day at Costock Church School we are experiencing and learning;

Service to God, each other and ourselves, Truth, Agape and Respect

As we leave each day we take these Christian Values with us

Approved by:

H Benson

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1. Purpose of the policy

This policy reflects the aims and values of Costock C of E Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

2. Intent

At Costock CofE Primary School we intend to help children develop skills and knowledge that will enable them to communicate creatively with the world at large, through spoken and written language, whilst enabling each child to reach his/her full potential. We also intend to help children to enjoy and appreciate literature and its rich variety. We have organised our broad and balanced curriculum to incorporate the cross curricular schemes of work This enables us to deliver a vibrant and challenging programme of learning.

3. Aims and outcomes

Through our curriculum, we aim for pupils to:

- Be able to communicate effectively, speaking with increasing confidence, clarity and fluency.
- Be able to think clearly and articulate their thoughts in speaking and writing.
- Listen to the views, opinions and ideas of others with interest
- Ask questions with increasing relevance and insight

- Develop positive attitudes towards reading so that it is a pleasurable and meaningful activity
- Develop reading strategies and use these as an integral part of learning throughout the curriculum
- Be confident and reflective users of language, able to analyse and evaluate features of language.
- Develop their knowledge and understanding and use of spoken and written English and Reading across a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.
- Develop as people, applying Costock's values to their own lives.

By the time pupils leave the school, they should:

- Be able to 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.

4. Teaching and learning

English is taught in mixed-age classes by class teachers. Lesson plans are based around the subject's long-term plan and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of English might involve:

- › Whole-class teaching
- › Small group discussions
- › Reading from textbooks
- › Looking at photographs/illustrations/images/videos
- › Projects/research
- › Role play
- › External speakers

5. Curriculum overview

Subject Organisation:

In the Early Years Foundation Stage, Communication and Language and Literacy are covered throughout all of the foundation curriculum in the course of a week through each of the prime and specific areas of learning and development.

In Key Stage 1 and 2 the English Curriculum is delivered using the National Curriculum 2014 guidelines.

Key Stage 1 and EYFS have daily Phonics sessions and Key Stage 1 do daily handwriting sessions. KS1 and KS2 have daily English and Spelling lessons.

5.1 Early Years Foundation Stage (EYFS)

Communication and Language and Literacy are covered throughout all of the foundation curriculum in the course of a week through each of the prime and specific areas of learning and development. Communication and language learning follows the prime area of learning and literacy learning follows the specific area of learning. Opportunities are provided for children to communicate thoughts, ideas and feelings. Children frequently share and enjoy a wide range of texts and their environment reflects the importance of language. Pupils are provided with opportunities to see adults writing and given ample opportunities to participate in guided sessions, as well as being encouraged to experiment with writing themselves.

5.2 Key Stage 1 (KS1) and Key Stage 2 (KS2)

Effective Planning ensures...

- That there is progression and continuity related to previous learning.
- That there are achievable learning outcomes for all of the pupils.
- A focus on developing basic skills in reading and writing
- That new vocabulary is taught explicitly and then reviewed and applied regularly in spoken language, reading and writing.
- That the teaching provides support and scaffolding to enable all children to make progress
- That the teacher's and additional adults' time is employed effectively throughout the lesson

Speaking and Listening

Speaking and listening are at the heart of language not only as foundations for reading and writing but also as essential skills for thinking and communication. They are also critical to extend pupils' receptive and expressive vocabulary.

We aim for pupils to be able to:

- Use speech appropriate for different purposes, particularly focusing on the use of Standard English.
- Understand the effect of speech on the listener.
- Use talk to develop and express ideas and use discussion in order to learn
- Communicate meaning effectively.
- Follow verbal instructions accurately.
- Understand the importance of good listening and how to respond during discussions.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for spoken language.
- Develop inference skills through listening activities.
- Model and articulate ideas before writing

Speaking and Listening Implementation

We provide quality and varied experiences of language so that pupils develop their vocabulary and grammar and understanding for reading and writing. Interactive teaching strategies are used to engage all pupils in

order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Reading

We are determined that every pupil in our school will learn to read. We prioritize reading because we understand that it is key to all learning.

We aim for pupils to be able to:

- Become fluent, confident, enthusiastic, critical and independent readers.
- Have an interest in words and their meanings and develop their vocabulary through reading.
- At early stages of reading, use phonics as their primary method of reading unfamiliar words.
- Use a range of strategies to retrieve, interpret and infer information.
- Reflect on their reading and offer a personal response to a wide range of texts.
- Appreciate the tools of the writer and the techniques used to involve the reader in the text.
- Build these strategies into their own writing,
- Appreciate the work of individual authors, illustrators and publishers.
- Read regularly with adults both at home and at school.
- Access a wide range of quality reading materials in a variety of genres, which reflect different cultures including classroom materials, and materials in school and public libraries.
- Use ICT based reference materials for information.
- Develop the habit of reading widely and often, for both pleasure and information.

Reading Implementation

- Early reading is taught through a rigorous and sequential approach to systematic synthetic phonics.
- At early stages of reading, we focus on ensuring that children gain the phonics knowledge and development of vocabulary needed as the foundation for future learning.
- At early stages of reading, we taught children to use phonics as their primary method of reading unfamiliar words. We then teach pupils to use a range of further strategies which will help them to read with meaning, understanding, fluency, accuracy and expression.
- In English lessons, we choose high quality core texts which allow children to explore our Costock values, widen their experiences and expand their vocabulary. They become very familiar with these texts exploring them in depth through drama, discussion and character analysis.

Reading Lessons

In EYFS and KS1, whole class reading is included in Phonics lessons, English lessons, and Topic lessons and in class story lessons. Reading skills are taught explicitly in Phonic sessions (see below) and in individual and Guided Reading sessions. In KS2, whole class reading is included in English and Topic lessons.

Individual Reading

- Reading to adults encourages the children to develop their reading ability. Children read to an adult every day either at home or at school and comments and recording in their diaries. They read to an adult as an expectation of Home Learning.
- Early Readers read books which are phonically decodable using the graphemes they have been taught, following the progression taught in phonics sessions. This allows children to apply their knowledge of

Phonics to reading a book. We use the Little Wandle Letters and Sounds Big Cat books and a selection of schemes for Book-Banded books.

Adults reading to children

Adults read to their class daily from high quality texts chosen to represent a range of genres including stories, rhymes and non-fiction and a range of significant authors and to develop pupils' vocabulary, language comprehension and love of reading.

Phonics

Early reading is taught through a rigorous and sequential to systematic synthetic phonics. Children are taught to use their knowledge of phonics as their method to read unfamiliar words.

We follow the Letters and Sounds Little Wandle validate phonics programme. We have clear expectations for pupils' phonics progress term by term from Reception to Year 2. We carry out ongoing termly assessments to identify any pupil who is falling behind these expectations and provide targeted support immediately to address their needs.

The teaching of phonics happens every day from the second week of Reception and through to whole class Phonics in Key Stage 1 and exclusive daily SPaG sessions for Year 2. Children are taught to read through a whole class approach with sessions building from 15 minutes to 30 minutes from reception to key stage one in addition to reading during English lessons and individual reading practice with an adult. The sessions are fast-paced and engaging and use a strategy known as 'my turn' (where teachers model how to read) 'together' (where teachers and children read together) and 'your turn' (where children read on their own).

Pupils are taught to recognise letters and letter combinations that represent sounds in words (grapheme-phoneme correspondences or GPCs) and the rhymes that go with them. They practice quick recognition of these GPCs and learn to articulate them clearly and correctly. They learn to apply these to words that can be segmented and blended along with alien (made-up nonsense) words).

The next section of phonics lessons teaches children to blend these sounds to read words, following clear modelling by the teacher and then segment words into sounds to help with spelling and writing. Within each session, children then practice and apply these skills in reading texts using the GPCs that are being taught, in playing games using the GPCs, or in writing simple sentences focusing on those GPCs.

Children also learn to read tricky words (high frequency words and words that cannot be decoded through 'normal' spelling rules) through regular practice of these during phonics and English lessons.

All children continue to develop their phonics knowledge through regular phonics sessions. Children who do not pass their phonics screening in Year 1 receive extra phonics support through interventions in year 2.

Any children who are not secure in their phonic knowledge by the time they reach KS2 continue to have regular reading sessions and read books that are phonically decodable.

Writing

It is important for pupils to develop as independent, confident, enthusiastic and expressive writers. They should be able to use a range of forms for a variety of purposes and audiences and be confident in their choice of language style for a specific purpose. Pupils should also regard themselves as writers and value their own work and that of others.

We aim for pupils to be able to:

- Use writing as a means to communicate ideas and information to the reader.
- Use spelling, punctuation and syntax accurately and with confidence.
- Write in a grammatically accurate way.
- Have an interest in words and their meaning and be able to use a growing vocabulary effectively.

- Have a good understanding of the features needed when writing for a specific purpose.
- Understand the conventions of written language.
- Have fluent and legible handwriting.
- Be familiar with a range of structures in fiction, poetry and non-fiction, Use this knowledge to write effectively in a range of different styles.
- Understand how writers can have an effect on the reader and incorporate ideas and skills of other authors into their own writing.
- Plan, draft, revise and edit their own writing making significant revisions where appropriate.
- Work collaboratively with other children to discuss the editing of written work.
- Use ICT as a tool for writing.

Writing Implementation

As a school we follow Rising Stars' Read into Writing scheme that is a complete suite of materials that provides a reading-rich curriculum for quality first teaching of English from Reception to Year 6. Reading is at the core of our English curriculum and each unit teaches reading in depth, first and foremost, through a rounded study of the whole text. Metacognitive questioning encourages children to engage with what they do as readers and writers, so that learning is personal to them rather than seen as 'school' reading and writing; it is part of their self-expression. The books we study have been carefully selected to give our children a breadth of reading experience that includes exploration of themes, philosophical questions, context, the children's own experiences as well as the emotional journey the characters go on in the stories. In each unit of work there are approximately 3 key pieces of writing in each unit. There are other pieces of writing that children will do, that form part of the learning process. Objectives and outcomes for each week within each unit is focussed on objectives and outcomes which are based on spoken language, reading and writing.

Read into Writing delivers the entire National Curriculum for English with key objectives for spoken language, reading, grammar and writing identified for each session.

Read into Writing is influenced by Bruner's notion of the 'spiral curriculum' in which children across each year group will learn and revisit many aspects of the curriculum, supporting the belief that English is a recursive subject and that knowledge and skills need to be continually revised e.g.

Example of a 'Spiral Model' for teaching "-ing"

Cross-

Level 6 *How to use in a non-restrictive relative clause:*
Swimming in the ocean, which is very cold,
isn't fun for everyone.

Level 5 *How to use in a noun clause:*
I think that swimming in the ocean is scary.
How to use in a prepositional phrase:
He became ill due to swimming in the ocean.

Level 4 *How to use as an adjective:*
The movie was interesting.

Level 3 *How to use as a gerund:*
Swimming is fun.

Level 2 *How to use with 'go +':*
Do you like to go swimming?

Level 1 *How to use as a present continuous verb:*
I am swimming right now.



curricular writing

Writing is regarded as a cross-curricular skill, and contexts and purpose for writing are often embedded in other areas of the curriculum.

Feedback and Marking

Writing is marked in accordance with the school's marking policy. It is expected that English books are marked on a daily basis, with most feedback taking place during the lesson.

Handwriting

All year groups follow the Collins Treasure House Handwriting Scheme. Correct letter formation following the scheme is modelled by teaching marking and during teaching. Handwriting is also taught as independent lessons in all key stages, to ensure presentational standards are high and remain there. During these sessions, children practice specific joins and words that include that join. This is evidenced in their English, Phonics and Handwriting books, to remind the children to always write in this way. Some children require intervention for handwriting, which is evidenced in a handwriting book. See Handwriting Policy for more information.

Spelling

Pupils should develop as independent and accurate spellers who are confident to use an evolving and adventurous vocabulary in their own writing.

We aim for pupils to be able to:







- Attempt to spell words for themselves using a range of strategies.
- Write an increasingly wide range of words from memory. There are focus spelling lists for each year group linked to the New National Curriculum 2014.
- Use a variety of resources to help with spelling e.g. dictionaries, word banks, and classroom environment.
- Develop an understanding of spelling patterns and rules.
- Use a range of strategies to learn spellings, especially those mis-spelt in their own work.









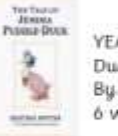











Spelling Implementation













Spelling is taught and practiced in specific Spelling lessons using the Rising Stars Spelling scheme, which focusses on spelling patterns and spelling of high frequency words, and children are given regular opportunities to practice these spellings.

Children are also taught words that do not necessarily follow a specific pattern but appear on the National Curriculum year group word lists. In Foundation lessons, subject specific vocabulary is displayed on walls and pupils are expected to use correct spellings of these words.

5.4 Programmes of study

Costock C of E Primary School English Rolling Curriculum Long Term Overview			
	Autumn	Spring	Summer
Twinkl - CYCLE A AND B THE SAME	 <p>Think Big! By Kes Gray and Nathan Reed 3 weeks</p> <p>Outcomes – accident report, labels, captions and simple sentences, questions, nursery rhyme innovations, writing in role as a nursery rhyme character, story endings and a 'get well' letter</p>	 <p>Little Whale By Jo Weaver 2 weeks</p> <p>Outcomes – shared and modelled writing, writing captions and labels, story mapping and sequencing, generating adjective word banks, story writing themed on whales, and poster making</p>	 <p>Be Brave Little Penguin By Giles Andreae and Guy Parker-Rees The Lion Inside By Rachel Bright and</p>
	 <p>Mr Wolf's Pancakes By Jan Fearnley 3 weeks</p> <p>Outcomes – instructions, questions, predictions, speech bubbles, a new ending for the story, editing, a simple debate with arguments for and against</p>	 <p>Bee & Me By Alison Jay 3 weeks</p> <p>Outcomes – non-narrative facts about bees, predictions, story captions, a recount of an imaginary journey, questions, a story sequel, a poster and sentence editing</p>	 <p>Simon Sock By Sue Hendra, Paul Linnet and Nick East 2 weeks</p> <p>Outcomes – drawing and writing about the story, writing sentences to match images, speech bubbles, designing a 'wanted' poster, story writing and writing clues</p>

<p>Class 1 Cycle A</p>	 <p>YEAR 1 - Ol' Frog! By Kes Gray and Jim Field 3 weeks</p> <p>Outcomes - an information page about frogs, character thought bubbles, a letter from character to another, a letter of complaint and a rhyming story in the style of the book</p>  <p>YEAR 2 - Fantastic Mr Fox By Roald Dahl 6 weeks</p> <p>Outcomes - a fact file, a newspaper report, a non-fiction report, a fox poem, a letter, a dictated sentence and a narrative from Mr Fox's perspective</p>	 <p>YEAR 1 - Mole's star By Britta Teckentrup 3 weeks</p> <p>Outcomes - sentence work, a personal narrative about making wishes, a letter of apology, a poster, and a non-chronological report about moles</p>  <p>YEAR 2- The Way Home for Wolf By Rachel Bright and Jim Field 6 weeks</p> <p>Outcomes - a wolf presentation, a winter poem, an account of an ice investigation, teamwork instructions, a wolf fact sheet, an alternative ending and a diary entry</p>	 <p>YEAR 1 - Manfred the Baddie By John Fardell 3 weeks</p> <p>Outcomes - a 'get well' card/message, instructions for making a sandwich, a character description in the form of a wanted! Poster and a comic strip story based on the book</p>  <p>YEAR 2 - The Diary of a Killer Cat By Anne Fine 6 weeks</p> <p>A diary entry, theories, instructions, a blurb for the sequel, a letter from the vet to Elle's family, a pamphlet for a new cat owner, a letter from Elle to her grandpa</p>
<p>Class 1 Cycle B</p>	 <p>YEAR 1 - The Night Box by Louise Greig and Ashling Lindsay Orion and the Dark By Emma Yarlett 3 weeks</p>	 <p>YEAR 1- Where The Wild Things Are By Maurice Sendak 3 weeks</p> <p>Outcome - annotated story maps, a character description, a missing!</p>	 <p>YEAR 1 - The Queen's Hat and The Queen's Handbag By Steve Antony 4 weeks</p> <p>Outcomes - predictions, event sequencing, speech bubbles, a diary entry, new version of the story,</p>
	<p>Outcomes - a list poem, writing in the style of the author, writing in role of a character, predictions, a character description, a personal narrative, questions, and a new story about overcoming fear.</p>  <p>YEAR 2 - The Tin Forest By Helen Ward and Wayne Anderson 6 weeks</p> <p>Outcomes - lists of minibeasts, a description of a forest setting, instructions of how to plant a seed, a leaflet/poster and a story exploring the theme of recycling</p>	<p>Poster, a letter to the wild things and an innovative retelling of the story</p>  <p>YEAR 2- The Tale of Jemima Puddle Duck By Beatrix Potter 6 weeks</p> <p>Outcomes - Non-fiction observations, instructions, a Beatrix Potter fact file, and advert, a diary entry, a script, a fox description and a story about an animal</p>	<p>sentence work, lists, and writing in the role of the sneaky swan</p>  <p>YEAR 2 - Tidy by Emily Gravett Greta and the Giants By Zoe Tucker and Zoe Persico 6 weeks</p> <p>Outcomes - thought/speech/question bubbles; writing in role, a persuasive letter, a discussion and debate, a personal reflection, an explanation, a book review, a list of suggestions, a news-recount and a poem</p>
<p>Class 2 Cycle A</p>	 <p>YEAR 3- THE Iron Man By Ted Hughes 6 weeks</p> <p>Outcomes - An internal monologue, a diary entry, a formal speech, a poem, free writing and a newspaper report of the Iron Man's battle</p>	 <p>YEAR 3 - Zoo By Antony Browne 6 weeks</p> <p>Outcomes - diary entries, a letter of complaint, a fact file, an extended narrative and a piece based on My Dad.</p>	 <p>YEAR 3 - Mary Poppins By P.L Travers 6 weeks</p> <p>Outcomes - a series of diary entries, shape poems; an extended narrative and a persuasive letter</p>
	 <p>YEAR 4 - The Wolves in the Walls By Neil Gaiman and Dave Mcbean 6 weeks</p> <p>Outcomes - internal monologues, poems, non-fiction fact cards, free writing, narrative and a multimodal story</p>	 <p>The Lion, the Witch and the Wardrobe By C. S. Lewis 6 weeks</p> <p>Mind maps, a thought bubble, a diary entry, a letter home, writing in the style of the story, a monologue, a haiku and a travel guide to Narnia</p>	 <p>YEAR 4 - How to train your dragon By Cressida Cowell 6 weeks</p> <p>Outcomes - a fact file, written dialogue, a monologue, a formal persuasive letter, a diary entry, a description of a sea dragon and a first-person narrative</p>
<p>Class 2 Cycle B</p>	 <p>YEAR 3- The Bear and the piano By David Litchfield 6 weeks</p> <p>Outcomes - a fact file. Free writing, a diary entry, a postcard, a poster, an informal letter, an internal monologue and an adventure story</p>  <p>YEAR 4 -Phileas's Fortune By Agnes de Lestrade and Valeria Docampo 6 weeks</p> <p>Outcomes - a narrative setting description, an internal monologue with a choice of character, predictions, an internal monologue and Phileas and a formal letter</p>	 <p>YEAR 3 - The Velveteen Rabbit By Margery Williams 6 weeks</p> <p>Outcomes - a presentation of 1920s toys, an internal monologue, a love poem, a scarlet fever advice sheet, continuations of the story, a story of their own</p>  <p>YEAR 4 - The Day I was Erased By Lisa Thompson 6 weeks</p> <p>Outcomes - a diary entry, a new chapter in the style of the author, a comparative description, an interview; a speech, a letter, a top five list, a written analysis, a character discussion</p>	 <p>YEAR 3 - 'The Selfish Giant' and 'The Happy Prince' by Oscar Wilde 6 weeks</p> <p>Outcomes - a character description, a letter, the next part of the story in the style of the author, alternative endings, an internal monologue, diary entries, and a short traditional tale</p>  <p>YEAR 4 - The Miraculous Journey of Edward Tulane By Kate DiCamillo 6 Weeks</p> <p>Free writing, a diary entry, a fact sheet or poster, Edward's reflections, an internal monologue, a poem and a new chapter for the story</p>

Class 2 Cycle A	 <p>YEAR 5 – The Wizards of Once By Cressida Cowell 7 weeks</p> <p>Outcomes – a descriptive paragraph, monologues, writing in the style of the story, dialogue, a note and labelled diagram of a magical creature</p>	 <p>YEAR 5 – ;The Rocket' and 'All Summer in a Day' By Ray Bradbury 6 weeks</p> <p>Outcomes – An internal monologue, writing in the style of the author, free writing using language prompts, a soliloquy, evaluations and redrafts</p>	 <p>YEAR 6 –The Arrival by Shaun Tan 6 weeks</p> <p>Outcomes – a farewell letter, a extended narrative and a letter from the father to his family</p>
	 <p>YEAR 6 – Skellig By David Almond 6 weeks</p> <p>Outcomes – internal monologues, a personal narrative, a continuation of the story, diary entries, free writing and a formal piece of non-fiction</p>	 <p>YEAR 6 – The Jungle Book by Rudyard Kipling 6 weeks</p> <p>Outcomes – a personal narrative, a description of a painting, a diary entry, formal instructions, a monologue and a story</p>	 <p>YEAR 6 – The Last Magician by Piers Torday 6 weeks</p> <p>Outcomes – an informational text, a letter or advice sheet, a persuasive text, writing in the style of the story, a monologue, extended narratives</p>
Class 2 Cycle B	 <p>YEAR 5 – The Boy at the Back of the Class By Onjali Q. Rauf 6 weeks</p> <p>Outcomes – a piece of persuasive writing, free writing, a letter to the prime minister, the next part of the story, a news broadcast, a speech and a news feature</p>	 <p>YEAR 5 – The Call of the Wild By Jack London 7 weeks</p> <p>Outcomes – Reasoning and evidence, a flight scene, non-fiction writing and a presentation on dog sled teams, dialect, a narrative poem, a monologue and a story</p>	 <p>YEAR 6 –Tom's Midnight Garden By Philippa Pearce 7 weeks</p> <p>Outcomes – an internal monologue, a letter, a description, writing in role as a character, a leaflet, an advice sheet, instructions and the next part of the story in the style of the author</p>
	 <p>YEAR 5 – Nevermoor: The trials of Morrigan Crow By Jessica Townsend 7 weeks</p> <p>Outcomes – free writing, a diary entry, an advert, a newspaper report and a magical adventure story</p>	 <p>YEAR 6 – Wonder By R. J. Palacio 6 weeks</p> <p>Outcomes – personal narratives, diary entries, writing in the style of the story, an apology letter, a string of emails and texts, and writing from a aparticular perspective</p>	 <p>YEAR 6 –Macbeth BY Shakespear 6 weeks</p> <p>Outcomes – story opening, internal monologues, heath descriptions, soliloquies, a persuasive speech, defence or prosecution statements, and a closing statement</p>

6. Cross-curricular links and SMSC

Teachers will take advantage of opportunities to make cross-curricular links where applicable. This gives pupils opportunities to review and apply knowledge from Foundation lessons, to learn and apply subject specific vocabulary and to use familiar words in new contexts.

Planning includes regular opportunities to practise and apply the skills, knowledge and understanding acquire through English lessons to other areas of the curriculum. English lessons will be linked to the termly topic.

Reading and writing skills are also taught within foundation lessons, to ensure these skills are embedded throughout, and writing levels remain consistently high across all lessons in a day.

English shares links with the following subjects:

- Maths: reasoning skills both written and orally
- RE: deeper understanding of different religions and their influence
- ICT: reading and writing when using programmes and typing
- Geography: reading maps and signs
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues through high quality texts
- Speaking and listening: use speech appropriate for different purposes, understand the effect of speech on the listener, use talk to develop and express ideas and use discussion in order to learn, communicate meaning effectively, follow verbal instructions accurately

7. Assessment and recording

7.1 Assessment

Costock CofE Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

All teachers make individual informal assessments when are where appropriate, to ensure that progress is regularly recorded and monitored. These assessments are used to inform future planning and to set targets.

EYFS pupils are assessed through observations, activities and work scrutiny which is then recorded. In EYFS and KS1 pupils' progress in recognising and blending with an increasing range of Grapheme-Phoneme Correspondence is assessed half termly on Little Wandle. In KS1 and KS2, assessment of basic skills in reading and writing are carried out half-termly and are used to inform planning. Commercially produced standardised tests are also used to assess progress in reading.

Pupils are amply prepared for both official and unofficial assessments to accurately gauge a fair representation of the level they are working at. All assessments will take place according to the guidelines set out in the assessment policy.

Staff will ensure the progression and development of pupils through identifying individual and collective strengths and areas for improvement through formative and summative assessments, in line with the school's assessment policy.

Upon progression through key stages, pupils' assessment records and individual reports will be made available to prospective teachers to familiarise and to set appropriate future targets according to current standards.

Formative assessment

Formative English assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment

Summative assessment is completed termly, based on the speaking and listening, read and writing skills that the medium-term plan requires as a key focus.

At the end of each school term, pupils will be assessed within 1 of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WTS)
- Working at Expected (EXS)
- Working at Greater depth (GDS)

See Assessment Policy

Marking

Children receive regular feedback and Costock CofE Primary School marking follows the school's marking and feedback policy.

See Feedback and Marking Policy

7.2 Recording

In English, pupils will record their learning in the following ways:

- English books
- Spelling books
- Phonics books
- Reading diaries and reading records
- Reception-Individual Learning Journey

This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

English resources comprise of high-quality texts that we either store in the school library or use the Inspire Library service. All classes have a reading corner and access to both fiction, non-fiction and poetry books as well as dictionaries and thesauruses. The English lead is responsible for ensuring that resources and equipment are sufficiently maintained, and for maintaining an inventory of resources. The English lead will carry out an annual audit of the English resources, reordering anything that needs replacing when necessary. Equipment will be checked by the relevant teacher prior to each use and any damages or defects will be reported to the English lead immediately.

8.2 External speakers, local museums, trips

Where possible we try to enhance our curriculum through external speakers such as authors and school trips where children can use their reading and speaking and listening skills to aid their learning. We celebrate World Book Day every year and this encourages our children at Costock CofE Primary to develop a passion for reading.

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- › Support the subject leader but also hold them to account for the effectiveness of the subject
- › Support staff through the provision of training and resources
- › Monitor the planning and delivery of the subject
- › Ensure the requirements of the National Curriculum are met
- › Ensure this policy is reviewed according to the timescales set out

9.2 Subject leader

The subject leaders at our school will:

- › Prepare and review subject policy and curriculum plans
- › Promote the study of the subject throughout the school
- › Monitor the teaching and assessment of the subject
- › Attend appropriate CPD
- › Stay informed regarding developments in the study and teaching of the subject
- › Evaluate resources
- › Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- › Assess the impact of the subject curriculum on pupils' learning and development
- › Make presentations to governors on the subject and how it is being taught

9.3 Link governor

The link governor responsible for English at our school will:

- › Monitor the impact of the subject across the school and on pupils
- › Monitor teacher workload and professional development

- › Ensure subject action plans are suitable
- › Monitor the quality of resources
- › Keep track of pupil and parent engagement with the subject
- › Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- › Teach and assess the subject according to the principles laid out in this policy
- › Report to the subject leader
- › Maintain subject knowledge and appropriate CPD

9.5 Parents

The parent community at our school will:

- › Make sure their children are prepared for learning
- › Monitor the completion of home learning

10. Inclusion

Teachers follow the Costock CofE SEND and Inclusion Policy to ensure that all children make progress in English. Teaching assistants are used to support some children, as well as technologies that may aid their learning. Teachers will be competent in identifying pupils' needs and will set work matched to the needs of individuals – depending on ability that may involve altered tasks/curriculum within a different group.

Teachers set high expectations for all pupils in English. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Equal opportunities in English are addressed as follows:

- Pupils with special needs have equal access to the English curriculum through the use of differentiated learning strategies and tasks.
- Specific teaching strategies are used to maximise access to the curriculum for pupils with specific needs.
- Respect for cultural and linguistic diversity is promoted through the use of resources on multi-cultural themes.
- An awareness of other dialects and Standard English encouraged through using a range of texts.
- Gender equality is promoted by ensuring that both boys and girls have access to all aspects of the English curriculum.
- Opportunities to consider diversity in culture, gender and race are provided through discussion, texts and resources.

11. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- SEND policy

12. Monitoring and review

This policy will be reviewed by SLT every 3 years or sooner if required.