



Busill Jones Primary English Policy February 2024

Approved by Chair _____

Review Date _____

Contents

Aims	3
Our Curriculum Vision	4
Curriculum Intent	5
Curriculum Implementation.....	7
Curriculum Impact	11
Links to other Policies	12
Review	13

Within Shine Academy schools, we believe that a high-quality education will teach pupils to speak, write, listen and read fluently so that they can communicate their ideas and emotions to others.

Reading allows pupils to develop in a cultural, emotional, intellectual, social and spiritual way. Additionally, they acquire knowledge to build on what they have already learnt.

All skills of the English language are essential to participating fully as a member of society.

Aims

The national curriculum aims to ensure all pupils:

- Read easily, fluently, and with a strong understanding.
- Develop a 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, purpose and audiences.
- Use discussion to learn, including elaborating and explaining to get their understanding and ideas across.
- Are competent in speaking, in listening, making formal presentations, demonstrating to others and participating in debate.

English is developed through four key areas:

- Speaking and Listening
- Reading – Word Reading & Comprehension
- Writing – Transcription & Composition
- Spelling, Vocabulary, Grammar & Punctuation

Speaking and Listening

The national curriculum for English highlights the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially, and linguistically. As spoken language underpins the development of reading and writing, the quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar. Therefore, teachers should ensure that pupils' confidence and competence is continually developed in speaking and listening skills. Pupils must be assisted in making their thinking clear to themselves, others, and teachers, as well as being taught to understand and use the conventions for discussion and debate.

We believe pupils should be enabled to participate in drama, and adopt, create, and sustain a range of roles. With opportunities to improvise, devise, and script drama, as well as to rehearse, refine, share, and respond thoughtfully to drama, workshop and theatre performances. Assemblies play a big role in ensuring the pupils are given opportunities to recite poems and participate in dramatic performances such as role play etc.

Statutory requirements, which underpin all aspects of spoken language across primary schools, form part of the national curriculum. These are reflected and contextualised within the reading and writing sections within this policy.

Our Curriculum Vision

At Busill Jones Primary School the curriculum is designed to: recognise and develop children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child at Busill Jones Primary School is recognised as a unique individual where we 'Grow Hearts, Grow Minds.'

- We celebrate and welcome differences within our diverse school community.
- The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.
- Provide enhancement opportunities to engage learning and believe that children should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity and there is a thirst for new experiences and knowledge.
- Our curriculum promotes positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.



Curriculum Intent



At Busill Jones Primary School, our English curriculum is meticulously designed to suit the needs of all our learners. Our primary aim is to instil a profound love for reading and writing, fostering independent learning and equipping every child with the essential skills for their imaginations to flourish now and beyond their primary education.

Our curriculum transcends mere academic achievement; it aspires to nurture personal development. At the early stages of learning to read, we provide quality first teaching and materials that align with learners' phonic knowledge, laying a solid foundation for their personal growth. As students' progress, they uncover hidden talents and skills, inspiring them to dream big and build upon their prior knowledge and abilities.

We use Little Wandle, with fidelity to the scheme, to provide a robust Systematic Synthetic Phonics program. This approach forms the cornerstone of our commitment to achieving excellence in reading and language development.

In our English lessons, we prioritize small steps to ensure our pupils make good progress. By taking the little but often approach, we aim to ensure that cognitive overload is reduced. We teach both reading and writing daily with intertwining themes to deepen learning. We activate knowledge through recapping, then share and explore new learning using the, 'I do, we do, you do,' structured approach which supports our learners in both reading and writing lessons. We employ teacher-led read-aloud sessions, active pupil involvement in reading, expert modelling, thorough explanations, and thoughtful questioning.

Our commitment is to inspire our pupils with a dedication to increasing "cultural capital." We do this by using real life examples, immersive experiences, explicit instruction as well as dual-coding which bolsters learners' confidence and enjoyment of the English curriculum. We know that if pupils can't say it, they can't write it! So, we ensure there are opportunities for pupils to hear well-crafted models of English with plenty of opportunities for them to rehearse their oracy skills through partner talk. By using **aspirational** vocabulary, we endeavour to use a new word each day to broaden the horizons of our learners.

We integrate a diverse range of texts into our curriculum (some of which are inspired by pupil voice) thus enabling students to explore a wide range of various reading options which highly **engages** them with the curriculum. Our promise is to make the curriculum **inclusive**, accessible and relatable. Our intent is to inspire a passion for reading and writing that will accompany our students throughout their educational journey and into their adult lives. Our reading and writing curriculums complement these efforts, teaching students not just to craft imaginative and **engaging** stories but also to develop persuasive communication skills with tact, assertiveness, and empathy.

Inclusivity and creativity are at the heart of our approach. We empower our students to discover their voices, express their opinions and ideas, and share them through speaking and listening activities. We equip them with the tools and knowledge needed to appreciate the beauty of our language, both spoken and written, as they become more adventurous in their reading and writing choices.

Our writing and reading curriculum enables our pupils to communicate formally in a range of contexts, from letters to balanced arguments, newspaper articles, and debates with lots of opportunities for cross curricular links. Our commitment to a wide spectrum of English skills readies children for their futures, nurturing their development as happy and successful individuals.

We also expand our students' understanding of the world, making lessons more **inclusive** and **engaging** for all learners. By sharing our passion for the subject, we ignite their enthusiasm for reading, writing, and all things related to English. Our goal is to equip our students with the skills and knowledge needed to thrive in their future careers and lead fulfilling adult lives while preparing them for life beyond primary school. After all, they are the leaders of tomorrow!

Curriculum Implementation

At Busill Jones Primary School we are committed to the delivery of excellence in the teaching of English. We aim for each child to be able to read with fluency, understanding and enjoyment and to be able to communicate effectively both orally and in written form to any given audience. These skills are essential foundations for literacy development and the effective teaching of English will offer opportunities to promote these skills across the curriculum.

Statutory requirements for the teaching and learning of English are laid out in The National Curriculum, 2014 and Early Years Framework, 2021

EARLY YEARS

In Early Years, we follow the educational programmes as set out in the Early Years Framework which provides children with appropriate transition into the National Curriculum. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials to ignite their interest. Communication and Language and Literacy are taught in Nursery and Reception as an integral part of the school's curriculum. In EYFS, Phonics and Drawing Club promote early literacy.

We engage in high quality adult-led interactions to encourage, support and extend children's speech and language development. We promote an ethos where listening to children's ideas and feelings is important, where books are treated with respect and stimulate anticipation, and where children's attempts at mark marking and early writing are valued and encouraged through for e 'Drawing Club.'

Children's early reading is supported through enjoyable, fun learning opportunities using the 'Little Wandle' scheme we ensure that they have daily phonics lessons, with interventions planned where needed. We have a print rich environment with words for children to read and an attractive book corner that houses a good range of stories, poetry and non-fiction books. Children are able to interact and recreate stories with props, Story Sacks or puppets. We model the process of reading and writing for children.

Fine motor skills and hand-eye co-ordination are encouraged through finger rhymes, bead threading, pouring water in the tray and using tweezers to pick up small items. Opportunities for mark making are provided in sensory trays a range of planned activities. The children can access a well-equipped writing table to encourage emergent writing.

KEY STAGE 1

Children have daily phonics lessons (Monday to Friday) following the Systematic Synthetic Programme "Little Wandle" with the aim to ensure children become fluent and speedy readers. They have 30-minute Reading groups followed by a 30-minute English lesson Monday to Wednesday, with a full hour English lesson on a Thursday and Friday. The writing journey in KS1 operates on a 2-week cycle. The journey builds up to children having the opportunity to write at greater length and across a wide variety of genres. At the end of the 2-week cycle, pupils produce a piece of published writing in their 'Amazing Writing' books. High quality text is read as the vehicle for learning. Over the writing cycle, children have opportunities to rehearse and develop the skills they need for writing in response to the text or stimulus they have explored, to respond imaginatively and to write for a range of purposes and audiences with technical accuracy.

KEY STAGE 2

In Key Stage 2, children have daily Reading, SPaG and Writing lessons in which teachers aim to provide stimulating experiences and opportunities to motivate children to read and write by using a high-quality text as the vehicle for learning. There is a clear and progressive journey of learning across a 2-week cycle in which children are given opportunities to develop and rehearse their learning. The journey builds up to children having the opportunity to write at greater length and across a wide variety of genres. At the end of the 2-week cycle, pupils produce a piece of published writing in their 'Amazing Writing' books. Spelling is taught discretely to ensure children learn and apply rules and patterns to become confident and accurate spellers. Whereas grammar and punctuation are taught within the context of the text and the genre being taught.

IPads, dictionaries and thesaurus are available for pupils to check and correct spellings and encourage greater independence.

ORACY

Aim: To encourage every child to listen attentively and communicate clearly in response. To be able to communicate confidently in ways which are appropriate to a range of audiences and purposes, using Standard English, body language and a wide range of vocabulary.

Objectives: This aim will be achieved by:

- modelling the use of Standard English, articulation and clarity

- encouraging children to become active listeners in response to both adults and their peers.
- providing opportunities for children to formulate, clarify and express their ideas in a range of contexts and to speculate, hypothesise and explore ideas.
- developing an awareness of a widening range of purposes and audiences by adapting speech and language appropriately

READING

Aim: To enable each child to become an accurate, fluent reader and to encourage a lifelong love of reading for pleasure.

Objectives This aim will be achieved by:

- providing children with access to a wide range of high-quality engaging texts
- providing a variety of learning opportunities in a learning environment that promotes high standards in reading.
- reading regularly to children and role modelling good reading habits and a love of reading
- equipping children with the necessary skills needed to become independent, accurate and fluent readers.
- high-quality phonics teaching to promote the recognition of letters and their phoneme/grapheme correspondence, the acquisition of decoding skills and the teaching of a variety of strategies to tackle non-decodable words.
- enabling children to develop strategies to be able to acquire information e.g., scanning, skimming, information retrieval and inference.
- giving opportunities for children to develop an appreciation of literature and to engage in depth with a wide range of highly-quality model texts during shared/guided/independent reading opportunities.
- providing opportunities to read for a range of purposes e.g., to gain information, for their own pleasure and to support their learning across the curriculum.

WRITING

Aim: To ensure each child can use writing as a means of communication to express thoughts, opinions and information. To develop the stamina and skills to write at length, with accurate grammar, punctuation and spelling. To use a wide range of vocabulary for interest and effect.

Objectives: This will be achieved by:

- providing opportunities for children to identify, deconstruct and analyse the style and construction of different types of writing.
- providing writing opportunities for different purposes and audiences encouraging the correct use of grammar, punctuation and spelling.
- enabling children to write with increasing independence using talk for writing, rehearsal, drafting, editing and improving.
- modelling and practising correct letter formation in line with the school's handwriting policy.
- giving children opportunities to reflect upon their written work through the use of verbal and written self and peer-assessment.

ENGLISH ACROSS THE CURRICULUM

Whilst English, and its strands of reading and writing, are taught as discrete subjects the skills permeate and are embedded across the curriculum as a whole. Reading enables children to access learning; writing enables children to communicate their learning. As the driver of all learning, every opportunity is maximised to develop reading and writing skills in every foundation subject. Children are given opportunities to read high-quality age-appropriate texts to support their learning in all subjects and to further develop their skimming, scanning, retrieval and inference skills. In response to sources of information, children communicate their ideas and opinions verbally and in writing using the structures and features of text types studied in English lessons.

PROGRESSION, BALANCE, BREADTH

Careful planning assures balance, coverage and progression throughout each academic year and year on year. It is important that pupils have opportunities to learn and revise the skills necessary for new progress. Real-life contexts must be created for learning and once learnt, skills need to be applied and integrated in other areas of the curriculum so that they do not become isolated. English is paramount in the teaching of other subjects in the primary curriculum.

INCLUSION

- English is taught to all our children, irrespective of their backgrounds or ability. Through our English teaching we provide learning opportunities that enable all pupils to make progress, including SEND pupils, EAL learners and Pupil Premium children. We do this by matching teaching and learning to the relative starting point of the child and by tailoring teaching strategies to meet different learning behaviours and styles, setting suitable learning challenges and responding to each child's different needs.
- By using a drip feed approach of daily Reading and writing we can ensure our pupils are not cognitively overloaded.
- We use I do, We do and You do in our daily English lessons to support all learners.
- We use flashback 4s and reviews to ensure that key skills and knowledge are embedded by pre-teaching and revisiting learning.
- When progress falls significantly below the expected range, the child may have special educational needs.
Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style and adapting the learning – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- Children with SEND will have a bespoke graduated response which identifies their areas of need, and the strategies and interventions that will be provided to address them. This will be written in consultation with the school's SENCO (Mrs Danks) and, where applicable, any outside support agencies. The graduated response may include, as appropriate, specific targets relating to English.
- We enable all pupils to have access to the full range of learning opportunities offered through the teaching of English. Where children are to participate in activities outside the classroom, for example, a theatre trip, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils and their social, emotional and physical needs.

Curriculum Impact

The agreed programme of work will ensure continuity, progression and adaptive teaching. The whole school approach to long, medium and short-term planning for English reflects the recommendations and statutory requirements of the National Curriculum. Assessment is ongoing and informs future planning; it is in line with the guidelines set out in the school's assessment policy.

ASSESSMENT AND RECORDING

Teachers assess children's work in English in three phases:

The short-term assessments that teachers make as part of every lesson help teacher to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives.

They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. We record data drops on a termly basis which allows teachers to put steps in place to support their pupils and target support where needed.

Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national age-related expectations. With the help of these long-term assessments, school leaders/teachers are able to set targets for the next school year and summarise the progress of each child before discussing it with the child's parents. The next teacher also uses these long-term assessments as the basis for planning work for the new school year. These long-term assessments are made using a range of test materials and teacher assessments. Children undertake the Phonics screening test in Year 1 and the national SATs tests at the end of Year 6. Teachers also make annual assessments of children's progress using age-related expectations that are set out in the National Curriculum. Teachers meet regularly to moderate samples of work using age-related expectations and national exemplification material.

MONITORING AND REVIEW Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader and Senior Leadership Team. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Links to other Policies

- Teaching and Learning Policy
- Feedback and Marking Policy
- Assessment policy
- SEND policy.

Review

This policy will be reviewed annually unless there are any changes within the Trust.