

# **St. Luke's CE Primary School Formby**



## **English Curriculum Statement**

## 1 Aims

1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

1.2 The aims of teaching English are:

- to enable children to speak clearly and audibly, and to take account of their listeners;
- to encourage children to listen with concentration, in order to identify the main points of what they have heard;
- to show children how to adapt their speech, and register, for a wide range of circumstances, and demands;
- to teach children effective communication, both verbal and non-verbal, through a variety of drama activities
- to help them become confident, independent readers, through an appropriate focus on word-, sentence- and text-level knowledge;
- to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
- to foster the enjoyment of writing, and a recognition of its value;
- to encourage accurate and meaningful writing, be it narrative or non-fiction;
- to improve the planning, drafting and editing of their written work.

## 2 What pupils will be taught

This is guided by the National Curriculum programmes of study: speaking and listening, reading, writing composition, spelling and letter formation/handwriting. See separate progression documents for reading and writing, as found on the school's website.

## 3 How pupils will be taught

3.1 The cornerstone of our English teaching uses modelled, shared, guided and supported approaches to scaffold learning. This is true in all aspects of the subject: speaking and listening, reading, writing and spelling.

3.2 In reading, children will be grouped from October half term of Reception, according to their phonics knowledge. Phonics is taught using the Read, Write Inc programme with a strong emphasis on fidelity to the scheme.

Pupils are assessed every six to seven weeks and are regrouped accordingly (see separate Early Reading Statement).

- 3.3 Once pupils have completed the Read, Write Inc phonics programme (typically by the end of autumn term in Year 2), the children are taught in daily Guided Reading sessions, as a class group. Each day focuses on a different skills throughout the week, such as making inferences or retrieving directly stated information from a text. Texts are chosen to extend learning in other subjects or expose the children to a varied and high-quality range of writing. Additional small group catch-up sessions are implemented as required.
- 3.4 Writing composition and grammar are taught as a whole-class activity, with small-group support as required. At St. Luke's, writing progression is based on the Lancashire Laps, and is facilitated from Year 1 upwards by using the Jane Consodine Write Stuff approach to teaching. Daily Morning Motivator sessions also contain elements of writing as a challenge or consolidation of prior learning.
- 3.5 For Reception to Year 2, spelling is included in the daily Read Write Inc lessons. Once pupils complete the programme, they advance to the Get Spelling element of the Read, Write Inc scheme. Children are grouped for these sessions based on their specific needs in an effort to close the gap that was a result of the pandemic.
- 3.6 Letter formation is included in the daily Read, Write Inc sessions from Reception to Year 2. After this, the Debbie Heppelwhite handwriting scheme is used to teach joined writing in Year 2 and Year 3. From Year 4, pupils are encouraged to develop their own style of neat, joined handwriting. The Handwriting Rescue Scheme can be used to support children who are not meeting age-related expectations.

### **3 English curriculum planning**

- 3.1 English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programmes of study for English.
- 3.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term) to ensure effective coverage of the elements of communication, reading and writing.

### **4 The Foundation Stage**

We teach English in reception classes as part of an integrated day. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the

curriculum planning for children aged three to five. The Framework for EYFS provides integrated guidance to practitioners about supporting children's care, learning and development from birth to five. Read Write Inc Phonics is utilised to support the teaching and learning of phonics, early reading and early writing. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

## **7 English and inclusion**

- 7.1** At our school we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Single Equality; More Able Pupils.
- 7.2** Assessment against the National Curriculum allows us to consider each child's attainment and progress. This ensures that our teaching is matched to the child's needs. When attainment falls significantly outside the age-related expectations and our quality first teaching is not fully meeting a child's needs, we consider a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively.
- 7.3** Intervention, in line with the Graduated Response to SEND, may lead to the introduction of a SEN Support Plan. The SEN Support Plan may include, as appropriate, specific targets relating to English.
- 7.4** We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 7.5** Teachers may provide help by using:
- texts that children can more easily read and understand
  - visual and written materials in different formats

- digital technology
- alternative communication, such as signs and symbols
- translators and amanuenses

## 4

### **Inclusion**

**4.1** In line with our ethos of inclusion, it is important that our ambitious English curriculum can be accessed and enjoyed by **all** pupils. We have the same learning intentions for all pupils, with no lowering of expectations.

### **4.2 Pupils with Special Educational Needs and / or Disabilities (SEND)**

Just as in all other areas of the curriculum, for the delivery of English, teachers need to anticipate barriers to participation for pupils with particular SEND. Planning will minimise those barriers so that all pupils can fully take part and learn.

For all pupils to be able to achieve the same learning intentions, it will be necessary to 'adapt teaching' to ensure access through the use of strategies such as:

- Breaking down content into smaller chunks or steps
- Varying levels of support, including effective support from TAs as well as the teacher, e.g. directing a TA to scaffold the learning for a specific pupil or group of pupils while ensuring that the development of the pupil's independence and their confidence in themselves as a learner is not compromised as a result
- Removing unnecessary expositions, i.e. keeping spoken language at an amount and at a level that will enable maximum access, with visual support
- Supporting different means of expression / methods of recording,
- Intervening appropriately, i.e. checking on the understanding after a whole class introduction, and providing access to key information to support the learning; observing when a pupil or group of pupils seems to be struggling with a new concept or idea, and creating opportunities to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched
- Where pupils are significantly below age-related expectations, teachers may adjust the required outcomes so that all learners can achieve with independence. This may mean engaging with objectives from previous year groups.
- Similarly, when assessing pupils with SEND, an altered or alternative method of assessment may be appropriate.

### **4.3 Mastery**

- Teaching English as a core subject across school lends itself to the stretching of those pupils showing a particular strength in

language learning. There are ample opportunities to extend learning by challenging pupils with clear and constructive verbal and written feedback, encouraging them to explore the next steps in their learning journey. This may mean engaging with objectives from subsequent year groups, or an altered or alternative method of assessment may be appropriate.

## 5 Assessment and reporting

5.1 The purpose of assessment should be to:

- ensure and evidence progression against the programme of study
- track progression of cohorts and individual pupils
- identify lack of progression in order to trigger catch-up strategies

5.2 Teachers assess children's learning in English formatively and summatively. The formative assessments that teachers make as part of every lesson through observation, questioning and checking understanding help them to adjust their teaching. Verbal feedback within a lesson helps children to make judgements about how they can improve their own work.

5.3 Summative assessment is based on teacher judgements, sometimes informed by tests or low stakes quizzes. Attainment over the course of each assessment period is captured and recorded onto the tracker. A baseline assessment takes place in the first few weeks of Reception. Children undertake the national tests at the end of Year 1 (phonics screening check) and Year 6. Teachers also make annual assessments of children's progress based on the expectations of the National Curriculum.

5.4 To ensure consistency when assessing writing teachers meet regularly to review and moderate individual examples of work against relevant assessment materials. This includes cross-school moderation. The subject leaders are responsible for reviewing assessed and moderated writing.

5.5 In line with the assessment policy, a verbal report will always be given to parents in the autumn and spring parent-teacher meetings. A comment on reading, writing and speaking and listening forms part of the full written report in the summer term along with an indication of the pupil's attainment.

## 6 Impact

As a result of high-quality English teaching, all pupils at St Luke's will:

- 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
- be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## **7 Subject delivery monitoring**

The school's English leads have responsibility for the implementation of the curriculum, the quality of teaching, and levels of pupil progress and achievement. Monitoring the quality of delivery and outcomes can comprise:

- lesson visits
- oversight of planning
- scrutiny of pupils' work
- discussion with teachers
- discussion with pupils

These activities also ensure the languages lead is well-placed to identify any CPD needs.

## **8 Review**

This policy will be reviewed at least every two years, or more frequently as need arises.

Ben Green (English Subject Lead)  
September 2023