ENGLISH

INTENT

At Claytons, we want to empower children to develop English language and communication skills that will enable them to become confident speakers, writers and readers. These skills, which are central to children's emotional and social development, will help them to achieve their maximum potential, intellectually and creatively.

Literacy enables children to communicate with others for a variety of purposes and to examine their own and others' experiences, feelings and ideas, with understanding and meaning. Through the teaching of English, we will help children to develop the speaking, reading and writing skills, and knowledge, which will enable them to become effective, lifelong learners. These skills will enable pupils' learning to be coherent and progressive.

Therefore, at Claytons, with excellent subject knowledge and enthusiasm, the teaching of English will be embedded in all subjects. It will relate to, and be enriched by, topical cross-curricular studies.

The overarching aim for English in the National Curriculum is to promote high standards of language use and literacy, by equipping pupils with a strong command of the spoken and written language, and to develop their love of writing and literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

How children are taught English.

In the EYFS, children are taught in whole-class and small groups. The children have the opportunity to explore, practise and refine their English skills through daily, adult-led and child-initiated activities.

In the Early Years Foundation Stage, Literacy (Communication & Language/Reading & Writing) is taught throughout the school day and forms an integral part of their curriculum. The content relates to objectives set out in the Development Matters Statements and Early Learning Goals, which underpin the curriculum planning for children aged three to five. English is topic-based, and is built around set texts and the children's interests.

The children are also taught phonics, following the Little Wandle Letters and Sounds phonics (reading, writing and spelling) programme. All children are given opportunities 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 range of vocabulary and communication skills. They have opportunities to explore, enjoy, learn about and use words and text in a range of situations, both adult-led and child-initiated. They begin to develop their skills in the written word.

Since January 2023, children in KS1 and KS2 are being taught with the 'I'm a Clever Writer' approach.

KS1 Children are taught in their classes, and in small groups for phonics, dependent on the phase they are learning from in Little Wandle phonics.

Year 3/4 Children are taught in their classes, with the exception of EHCP children who sometimes come out to work in supported groups. There are small, streamed groups for the teaching of phonics for Year 3 children.

Year 5/6 Children are taught in their classes. ARP children are taught separately in a supported group.

In Key Stage Two, there are Little Wandle phonics interventions in place for any child who hasn't reached the end Phase 5 in phonics, or is not yet a fluent reader.

Throughout the school, booster 'intervention' groups are organised to support the learning of SEN children and those who have been identified as needing targeted support in phonics, reading and 'speech link'.

ARP pupils are encouraged to integrate with their peers and are supported within the general classroom as much as possible, with close LSA support. LSAs aim to enable ARP children to access differentiated tasks. Support is often multi-sensory and targeted to the very specific individual needs of each ARP child.

Each week in KS1 and LKS2 teaching includes the modelling of handwriting, spellings of words and/or phonics, dictation, grammar and punctuation, writing composition and guided reading, supporting children with decoding, prosody and comprehension.

In UKS2, Year 5 and 6 are taught SPAG. The Year 5 children learn spellings for homework, which are tested once a week, while the Year 6 children focus on SPAG challenges for homework. Extra handwriting practice is provided for those who need it.

Each class has an allocated session in the school library. All teachers read to the children and discuss comprehension of a 'class reader' or illustrated book, which can be enjoyed by all, through two to five short sessions per week.

Planning

English planning is formed around set or specially created texts and the children's interests. Planning relates to cross-curricular themes and current, significant or special events, such as, for example, the arrival of the mysterious, giant eggs in the Pine Zone.

English planning is completed in three stages: long-term (within a two-year rolling programme), medium-term (general units of work) and short-term (weekly).

The objectives from the National Curriculum are the basis for each year group's long-term plans. The plans in years 1 to 6 draw from: The Power of Reading, Literacy Shed, Hamilton and other resources, including those created and tailored by some teachers, with each unit's theme lasting a few weeks or approximately half a term.

Short term planning is completed by the teacher responsible for teaching English to a year group class. Details of daily plans are saved online in 'Planning' for each key stage. Plans on paper can be annotated in order to match the ability of groups of learners and certain individuals. Records of target pupils, noted in the teachers' distance marking sheets can also influence short-term planning

needs. Teachers plan closely with their year group colleagues to ensure consistency of opportunity for all pupils and enhancement of cross-curriculum knowledge.

Our planning provides differentiated challenges for children of all abilities, from those with special needs to those who are gifted and talented.
In Reception and Key Stage One, planning includes 'continuous provision', enabling children to become independent learners while teachers support and work with small groups.

IMPLEMENTATION

With excellent subject knowledge and enthusiasm, we bring English alive with:

- modelling,
- plenty of opportunities for discussion and spoken interactions,
- stories, fiction and non-fiction books, newspapers and class readers,
- drama and performances,
- illustrations, photographs, videos, film clips and animations,
- interactive websites,
- providing real experiences and relating to real experiences,
- relating to and building on former knowledge,
- displays, visits and visitors.

Statutory requirements
Spoken language
The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. 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 and their understanding for reading and writing. Teachers therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others. Therefore, teachers ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions and any mispronunciation. Pupils should also be taught to understand and use the conventions for discussion and debate.

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script drama for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to dramatical performances.

Reading
The programmes of study for reading at key stages 1 and 2 consist of two dimensions:
word reading and comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school. Pupils need to be able to segment the sounds within words and then blend

them. They also need to develop the ability to recognise common exception words, known as 'tricky words', on sight.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils are encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and regularly often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently and with confidence, in any subject in their forthcoming secondary education.

Nursery, Reception and KS1 now implement the reading progression scheme recommended by Little Wandle, which enables children to learn to decode, use prosody, comprehend and practise reading fully decodable books, appropriate to their individual ability. In this way, children are able to read with the desired 95 to 100% fluency, to maximise their understanding of the texts and help them to develop confidence in reading. Children are encouraged to take these books home along with books which they can 'read for pleasure' with the support of a parent or carer.

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing), implementing the 'I'm a Clever Writer' approach.

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils are taught how to plan, up-level and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately, through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy, joined handwriting.

In reception and Key Stage One, in addition to daily English lessons, with the Little Wandle phonics programme, children have regular and frequent practice of writing words with phonemes they have learned and to build upon their sentence writing skills. In nursery, children have daily Little Wandle sessions and they do regular 'Squiggle Wiggle' writing sessions to help develop fine motor and handwriting skills.

IMPACT

Claytons children enjoy the challenge, variety and relevance of our English lessons.
Our children become confident speakers, readers and writers.
This is evident, for example, in the annual Key Stage Performances, children's announcements in assemblies and special themed assemblies, World Book day videos and home-learning video clips.
Improvement in writing is evident in the children's English books and on displays throughout the school. From Key Stage One, there is evidence of children being able to check their writing and to improve it, using purple-pen editing and up-levelling. Key Stage Two children are able to relate to

checklists to help them improve their writing skills. The quality and content of the children's writing improves across the year.

Assessments are made in line with the school's assessment policy. The next steps are identified and referred to during weekly marking.

The Little Wandle scheme involves thorough and regular assessment of children's mastery of reading phonemes and caters for catch-up teaching to ensure that no pupil falls behind on their learning. Children form the foundations of good writing habits, with daily spelling and sentence writing practice.

EYFS assess against the 17 strands, using 'beginning, developing, secure and exceeding terminology, along with a baseline assessment in the first half term. These assessments are entered into Insight to enable tracking of individual children and groups of children. Reception teachers meet half-termly with local schools and moderate examples of children's writing to ensure consistency towards the Literacy Early Learning Goal.

Each term, teachers meet to assess and moderate the writing of each child, judged anonymously, after they have taken part in the whole-school writing challenges. Teachers assess children's progress against the National Curriculum statements and submit these into Insight, as 'Below, Just Below, On Track or Greater Depth', for analysis and tracking.

Year 1 children complete the annual Phonics screening test.
Year 2 and Year 6 pupils complete the statutory tests in reading and spelling, punctuation and grammar each May.

Children in years 1 to 6 complete an age-related spelling test set by the school.
Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leaders, Senior Leadership Team, Deputy Head and Head Teacher and Governor. The work of the subject leaders 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. The subject leaders meet or communicate regularly with the Literacy Governor in order to review progress and developments, in order to report to the full governing body and curriculum committee.

General trends, strengths and weaknesses are quickly identified so that interventions and planning can be amended accordingly.

Targeted Action Plans are regularly up-dated, implemented and reviewed.