

English



Intent

We believe that a quality English curriculum should develop pupils' love of reading, writing and communication.

We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often.

We recognise the importance of nurturing a culture where pupils take pride in their work, can write clearly and accurately and adapt their language and style for a range of contexts. We also value the importance of reading for meaning to ensure children develop good comprehension skills.

We aim to improve our children's vocabulary by broadening their reading, writing and speaking habits.

We want to inspire all of our pupils to be confident when speaking and listening in a range of situations and to use discussion to communicate and further their learning.

We believe all children should have the opportunity to develop their public speaking and drama skills through an assortment of whole school or class led performances for the community.

We believe that a secure basis in literacy is crucial to a high-quality education and will provide our pupils with the tools they need to participate fully as a member of society.

Implementation

We have a well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. We use the EYFS Curriculum and the Herts for Learning framework, based on the National Curriculum, to support planning.

Teachers plan learning to equip children to reach end of year expectations. Where relevant, links are made to other curriculum areas.

Pupils participate in daily English lessons throughout the school. Reading is enhanced through 1:1 reading, regular guided reading sessions and shared reading in class. Children are encouraged to foster a love for reading through reading regularly at home and books are provided by the school.

Our Foundation Stage and Year 1 pupils have daily phonics lessons following the Little Wandle Letters and Sounds Revised Scheme.

We use a wide variety of fiction, non-fiction and poetry based texts and resources to motivate and inspire our pupils.

Children's vocabulary and understanding of the English language is constantly being widened so that pupils have a rich vocabulary to utilise and understand in a range of situations.

In addition to regular units of work, each term teachers 'Take one book' to develop key aspects and inspire children's learning.

The editing process in writing is encouraged through model sessions, peer editing and independent activities.

Spellings: Spellings are taught according to the rules and words contained in Appendix 1 of the English National Curriculum. Teachers use the Twinkl Spelling Scheme to support their teaching and to provide activities that link to the weekly spellings. Children are given spellings to learn each week and these are tested via dictations the following week.

Grammar and Punctuation: Grammar and punctuation knowledge and skills are taught through English lessons as much as possible. Linking these to a genre allows for meaningful connections with intended writing outcomes. Teachers sometimes focus on particular grammar and punctuation skills as stand-alone lessons, if they feel that the class need additional lessons to embed and develop their understanding or to consolidate skills.

Where appropriate we give pupils an opportunity to enter performance poetry, creative writing and handwriting competitions at both local and national level.

Literacy development in EYFS 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 (books, poems, and other written materials) to ignite their interest. Daily phonics teaching uses Little Wandle Letters and Sounds Revised scheme. Opportunities to write are infiltrated into play-based activities as well as writing in response to a range of more structured stimuli.

The three 'characteristics of effective teaching and learning' ensure that practitioners consider the different ways that the children learn and reflect these in their planning and practise.

Impact

Pupils will use their English knowledge, in all curriculum areas, to enable them to know more, remember more and understand more.

A variety of strategies are used to evaluate the knowledge and understanding that our pupils gain as they progress from Nursery to Year 6.

Pupils will have a love of reading and use their reading knowledge as a tool to help them to learn.

Planned and regular feedback for learning opportunities are undertaken in accordance with the school's marking and feedback policy.

Subject monitoring, including book looks and learning walks, are carried out by the subject leaders and headteacher.

Moderation, internally and with other professionals such as 'The Grace Schools' in the Grantham area, local authority (Lincolnshire) moderation, are used to ensure teacher judgements are secure.

CPD is planned to ensure that teacher pedagogy and assessment is secure.