



# ENGLISH CURRICULUM POLICY

Approved by Full Governors on  
To be reviewed on or before  
Signed.....Chair of Governors  
Signed.....Headteacher

## School Aims

The aims of Eccleston Lane Ends and how to achieve these aims has been long established. They form part of ELE's **CURRICULUM INTENT**. The breadth and depth of the curriculum offer is underpinned by our school values (as well as fundamental British values). The curriculum has been designed to meet the needs of all of our learners and is bespoke to both the locality of our community as well as meeting national curriculum and EYFS requirements. The curriculum has been designed to ensure learning progression is carefully planned and as a result, pupils develop, master and retain key knowledge, skills and understanding through a range of subjects which connect learning together.

Our aims are that:-

- Instil our **B**ritish Values including diversity
- Develop **R**esilience & Resourcefulness
- Inspire critical thinking and **I**ndependence
- **C**reate articulate learners
- Build upon **K**nowledge & skills
- **S**upport well-being & health

We will achieve these aims by:-

- promoting positive attitudes such as cooperation, honesty, determination, kindness and respect for others; encouraging people to set a good example and be good role models in everything they do
- celebrating our successes
- providing a stimulating learning environment and supporting each other in all we do
- constantly striving for high standards
- providing an environment in which everyone feels secure and is encouraged to be confident
- promoting teamwork and ensuring that all are given opportunities to contribute and that all contributions are valued; continually looking for ways in which to raise self-esteem
- promoting key skills such as communication, problem-solving, self-evaluation and the use of ICT
- ensuring that an effective partnership exists between home, school and the wider community
- dealing with environmental issues that may have an increasing impact on our lives in the future and accepting our share of the responsibility for protecting our planet for future generations

## English (Reading) Intent:

To provide a quality curriculum that aims to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often.

### **CURRICULUM (Reading) IMPLEMENTATION**

The School aims to: encourage a love of reading by making it a successful and enjoyable experience; produce effective readers; provide a wide and stimulating variety of texts; build up a sound base of reading strategies using phonic awareness; develop initial and advanced reading skills; Reading is an important part of the English curriculum in our school. In Key Stage 1, home reading books are organised on a banding system ensuring the children read books appropriate to their level (the children's reading should be 99% accurate in these books). These books will be provided and sent home on a daily basis for parents to read with their children (2 books changed weekly). These books will fully link to the RWI scheme and the sounds the children are working on in their group. Reading resources will provide enriching vocabulary, correct grammatical structure and interesting content.

Each parent is given the opportunity to liaise with teachers through reading record books (KS1) Star Book's books (KS2) which record when the children have been listened to in school by a member of staff or a volunteer, and at home, and any issues or positives there may be. Children who have moved on from the reading scheme have access to the class book selection and school library or they can bring a book to read from home.

Children in our school are encouraged to read widely. They have access to class libraries in which they can take this book home to read. They are also encouraged to bring books in from home that they are reading. Children also have access to listening to a range of texts through their class novel which the teacher reads to them as much as possible throughout the week. Reading Plus also allows the children to access reading through an online programme. This assesses children through questioning and vocabulary checks, encouraging reading fluency.

Shared and guided reading taking place within reciprocal reading and English lessons will provide enriching experiences through more challenging texts. Teachers will also share stories with the class displaying an enthusiasm for reading and setting a positive example as a reader.

### **CURRICULUM (Reading) IMPACT**

At Eccleston Lane Ends, we have developed a community of enthusiastic readers who enjoy reading and sharing their favourite books. Children are more confident in taking risks in their reading, picking more challenging reads. Reading outcomes are evident in the high quality of work produced and through the excellent links with foundation subjects.

Children are assessed on their reading ability using RWI teacher assessments, phonics screening checks, NFER assessments and through teacher judgements.

Attainment at the end of EYFS, KS1 and KS2 is above that of the Local and National Average. The percentage of children working at greater depth are also significantly greater than that of Local and National averages. Children also achieve highly in the phonics screening check.

### **EYFS (Reading)**

Phonics is taught daily in Early Years Foundation Stage following the 'Read Write Inc' scheme. This will involve a 20 minute daily session of planned systematic phonics' delivery, with a wide opportunity for application of skills through the environment and other lessons.

EYFS also have a reading spine of brilliant high quality texts linking to their subject areas for each half term, as well as also linking to our school values of honesty, cooperation, determination, kindness, inclusion and respect. EYFS have also planned a range of high quality diversity texts, linking to BAME, cultural diversity, neurodiversity, physical disabilities and different families.

### **English (Writing) Intent:**

To develop a quality curriculum and nurture a culture where children take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts.

### **Curriculum (Writing) Implementation**

The School aims to:

- give Writing a purpose and make it an enjoyable experience by presenting a wide variety of writing opportunities;
- develop the children's confidence as young writers;
- help children see writing as an important means of communication;
- develop Writing by positive teaching of skills and encouragement;
- give each child the opportunity to write in a variety of genres and for a variety of audiences.

Classroom writing situations should emphasise to the children the purpose of Writing and give the children the opportunity to write in a variety of genres and for different purposes and audiences.

Shared and modelled Writing, taking place within English lessons, allows the teacher to demonstrate good writing practice to the children while using their ideas. This is done using a variety of books and film stimulus, mostly adapting 'The Write Stuff'. Teachers must ensure that the writing demonstrated shows high expectations and covers the success criteria they would expect to see in the children's writing including across the ability groups.

Children are expected to write daily in a range of forms. Throughout a Write Stuff unit, Children will use experience days to immerse themselves in the text/film clip to gain an understanding of the purpose for their writing. Children then will follow highly structured and scaffolded writing lessons, gathering ideas and looking closely at the audience, content and sentence structures within their writing. This will involve lots of discussion around spelling, grammar and punctuation. Finally, children will have the opportunity to use what they have learnt to write independently using the skills they have learnt throughout the unit of work.

In our School we have high expectations of presentation. To support this handwriting, practice is undertaken regularly across School and children write in pencil until they obtain a pen licence. Teachers and Teaching Assistants are expected to demonstrate high quality presentation and handwriting when marking, working with children or scribing in a lesson.

In the new English curriculum grammar and spelling now plays a key role in the children's writing. To support our children's grammar and spelling progression and attainment the teachers integrate time to practising these skills within their English 'Write Stuff' lessons and through stand-alone lessons. Children will then use this in a follow up independent writing.

Spelling has been a big focus this year and we have implemented The Spelling Book by Jane Considine, linking to 'The Write Stuff'. This involves 1 spelling lesson, which incorporates 15 words, looking at sounds and exploring other words with the same sound associations. The spellings are then used throughout the 2 week cycle and children find words when reading and writing with the same sound associations. Following this, a further 5 lessons are taught lasting 15 minutes, recapping on sounds, prefixes, suffixes and other spelling rules.

### **Curriculum (Writing) Impact**

The organisation of the English curriculum has developed enthusiastic writers who enjoy showcasing their developing writing knowledge and skills. Children are confident to take risks in their writing, and love to discuss and share their ideas during English lessons. Outcomes of work in both English and topic books evidence the high quality of work and the impact of varied and cross-curricular writing opportunities. These enable children to write across a range of forms and adapt their writing successfully, considering the purpose.

Children are assessed regularly using their independent pieces of writing. Attainment at the end of EYFS, KS1 and KS2 is above that of the Local and National Average.

Children achieving greater depth is also above that of Local and National Average.

### **EYFS (Writing)**

In EYFS, children have daily fine motor opportunities. This allows for teachers to continually check the process of children's handwriting (pencil grip and letter formation). This allows for staff to give extra guidance where appropriate. Children use high quality texts and role play areas as a stimulus to write with a purpose, e.g. writing shopping lists, labelling characters and images. They will then develop this into writing instructions, simple punctuated sentences and use texts as a model for writing their own stories.

### **The English Curriculum**

The curriculum ensures the national curriculum is covered in a progressive and appropriate way. The curriculum on offer is unique to Eccleston Lane Ends and meets the needs of all of our learners and community.

### **Purpose of study**

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

**Aims** The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of 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.

### **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 should 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 and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. 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 drama and theatre performances.

Statutory requirements which underpin all aspects of spoken language across the six years of primary education form part of the national curriculum. These are reflected and contextualised within the reading and writing domains which follow.

### **Reading**

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- word reading
- 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.

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 must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and 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.

### **Writing**

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise 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 forming, articulating and communicating ideas, and 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 handwriting.

### **Spelling, vocabulary, grammar, punctuation and glossary**

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation – give an overview of the specific features that should be included in teaching the programmes of study.

Opportunities for teachers to enhance pupils' vocabulary arise naturally from their reading and writing. As vocabulary increases, teachers should show pupils how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language. They should also teach pupils how to work out and clarify the meanings of unknown words and words with more than one meaning. References to developing pupils' vocabulary are also included within the appendices.

Pupils should be taught to control their speaking and writing consciously and to use Standard English. They should be taught to use the elements of spelling, grammar, punctuation and 'language about language' listed. This is not intended to constrain or restrict teachers' creativity, but simply to provide the structure on which they can construct exciting lessons. A non-statutory Glossary is provided for teachers.

Throughout the programmes of study, teachers should teach pupils the vocabulary they need to discuss their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated within teaching.

### **School curriculum**

The programmes of study for English are set out year-by-year for key stage 1 and two yearly for key stage 2. The single year blocks at key stage 1 reflect the rapid pace of development in word reading during these two years. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content earlier or later than set out in the programme of study. In addition, schools can introduce key stage content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for English on a year-by-year basis and make this information available online.

### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### **Assessment, Recording and Reporting**

An annual report which includes English is presented to parents outlining curriculum coverage and attainment.

Tracking at the end of term summarises the age-related expectations for each year group and whether pupils are working at, working towards or working at a greater depth. This information informs future planning by the teacher and is passed up to next class teacher.

Key skills, knowledge and understanding for each subject are carefully planned into half termly themes or topics where appropriate.



In English the following resources are used to aid teachers' professional judgements when assessing pupil progress and attainment at key points during the year:

- Feedback, both verbal and written in the form of marking.
- Year group subject specific objectives to monitor coverage.
- Coverage of year group specific objectives is highlighted in the front of each child's book.
- Year 2 and Year 6 use previous years external assessments (SATs) for termly internal assessments in Reading and Spelling, Punctuation and Grammar.
- Year 2 and Year 6 use external assessments (SATs) for assessing pupil progress and attainment at the end of the year in Reading and Spelling, Punctuation and Grammar.
- Year 1, 3, 4 and 5 use NFER assessments to assess pupil progress and attainment in Reading at key points during the year.
- Year 1, 3, 4 and 5 use NFER assessments to assess pupil progress and attainment in Spelling, Punctuation and Grammar at key points during the year.

### **Health, Safety and Safeguarding**

The school's Health and Safety Policy is reviewed annually along with associated risk assessments. Responsibilities of all stakeholders are included in this document. Special attention is given to any visit related to English to ensure risks are managed effectively and the safety of all those on a visit is paramount. All teachers make a visual risk assessment prior to teaching particularly if working with unfamiliar equipment.

All practitioners must follow ELEs Behaviour Policy to ensure safety comes first in all lessons.

Everyone is responsible for the safeguarding of children irrespective of their role. The Designated Safeguarding Lead (DSL) is the headteacher, Miss S. Bond. Staff are regularly trained in managing child protection and safeguarding matters. All staff must keep up to date with the latest versions of Keeping Children Safe In Education and Working Together to Safeguard Children when carrying out their work. All staff are committed to following the policies and procedures in all aspects of their work.

### **Additional Needs**

This policy should be read in conjunction with the SEND Policy.

Identified pupils with special educational needs have a written plan which identifies needs; sets targets for achievement; outlines support or resources to be adapted and is reviewed at least termly.

Teachers should decide how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining broadly in line with their age. Adaptations to the English curriculum may need to be made in order that all children have access to a curriculum that is broad, balanced, progressive and relevant to the needs of each child.

The SENCo will support and advise class teachers, learning assistants and subject leaders in how to adapt a suitable curriculum based on sound pedagogical practice.

### **Equality**

This policy should be read in conjunction with the Single Equality Policy.

Eccleston Lane Ends is guided by a clear set of objectives and values, one of which is equality. We are committed to eliminating unlawful discrimination, promoting equality of opportunity and community cohesion between people within the local community. We are determined to do everything we can to make sure that people are treated fairly and that everyone has access to good quality services.

Unlawful discrimination, which results in unfairness in any aspect of our school's employment policies and practices, curriculum or service delivery, will not be acceptable under any circumstances.

In accordance with our *school ethos* we pledge to respect the equal human rights of our pupils, staff and other members of the school community, and to educate them about equality, diversity and cohesion.

### **Roles and Responsibilities**

The English Leader Nikki Fitzpatrick works with the English Team to facilitate teaching and learning of English. A member of the Senior Leadership Team holds accountability for this role (Nikki Fitzpatrick).

Regular monitoring and self-evaluating activities are carried out by a range of stake holders, including governors, to hold the school to account for the high quality education of our pupils.

### **Review and Evaluation**

All policies are reviewed at least every three years. Some policies are subject to annual review. This policy will be reviewed and revised, if necessary, at the end of the first year of implementation for the Ofsted revised framework July 2022.

### **References to Other Policies**

This policy should be read in conjunction with:

- Special Educational Needs and Disabilities Policy
- Assessment Reporting and Recording Policy
- Marking and Presentation Policy
- Homework Policy
- Single Equality Policy
- Health and Safety Policy
- Child Protection/Safeguarding Policy
- Early Years Foundation Stage Policy