ST MARY MAGDALENE C OF E PRIMARY SCHOOL

English Policy

Our curriculum is carefully designed to meet the statutory requirements of the National Curriculum. As a Christian school, we believe that Christ has called us in every aspect of our working together to live out our 'Loving Three' values: love, wisdom and joy. Opportunities to develop in these four areas are seized throughout our curriculum and are demonstrated through pupil work and classroom experience.

Our school vision and how we aim to achieve it

Through high-quality experiences and an excellent curriculum, we strive for our school family to learn to love ourselves, each other, the world around us and God.

At St Mary Magdalene, each person will be seen and valued as uniquely created in God's image, being supported by all to reveal and develop their unique God given gifts. We strive daily to better understand what it is to love our neighbour, living together in an inclusive harmonious community. Through our love of learning we seek to deepen everyone's enjoyment of the beauty of God's creation and our responsibility to care for it. All are invited to experience the love of God, that is offered to each and every one of us.

The teaching of Jesus in the parable of the Good Samaritan Luke 10:25 underpins our whole school vision.

Intent

How we aim to achieve our vision:

Ensuring our curriculum, through our three **curriculum drivers (possibilities, initiative, community)**, is full, ambitious and designed to give all learners, particularly the most disadvantaged and those with SEND needs, the knowledge and cultural capital they need to succeed in life. Our curriculum drivers provide a broad range of experiences and opportunities to teach the context of the curriculum through pupil's lives or experiences.

Our three curriculum drivers shape, personalise and underpin our curriculum, bring about the aims and values of our school, and respond to the particular needs of our curriculum.

These are:

Possibilities- which helps our pupils to build aspirations and know available possibilities for their future lives.

Community- which helps pupils to be an active, responsible member of our school, our church, the locality, our country and the world.

Initiative- which helps our pupils grow as independent learners.

The **breadth** of our curriculum is designed with the below goals in mind:

- provide a rich and stimulating language environment, where speaking and listening, reading and writing are integrated;
- provide opportunities for pupils to become confident, competent and expressive users of the language with a developed knowledge of how it works;
- encourage children to express opinions, articulate feelings and formulate responses to a range of texts- both fiction and non-fictions using appropriate vocabulary;
- foster an interest in words and their meanings, and to promote the development of a growing vocabulary in both spoken and written form;
- engage children with an understanding of a range of text types and genres;
- foster an enthusiasm for, and love of, reading for life;
- enable children to write in a variety of styles and forms showing awareness of purpose of features and impact on the audience;
- develop the powers of imagination, inventiveness and critical awareness in all areas of English;
- teach the children to use grammar and punctuation accurately and in context;
- develop then understanding of correct spelling conventions;
- encourage the production of effective well-presented written work using fluent and legible handwriting;
- provide opportunities for pupils to communicate ideas through the use of ICT;
- provide opportunities for role-play, oracy and drama.

By the time children leave our school, we expect them to communicate through speaking and listening, reading and writing, with confidence, fluency and understanding in a range of situations. We want our children to foster a love of literature; to develop a stamina for writing building on skills as they progress through each journey of writing and to become independent writers demonstrating that they can:

1. Evoke strong feelings in others through their writing (they have an impact).
2. Read like writers.
3. Write for pleasure because they have a love for and understanding of language.
4. Have something to write about; their writing is fluent and purposeful and can be adapted to suit a

particular style.
5. Be their own critic- planning, drafting, revising and editing their own work.
6. Have a toolkit of strategies to choose from to engage their audience.

Organisation

We have structured a coherently planned English curriculum so it is consistent throughout KS1 and KS2.Each year group has:

1. A curriculum map/overview which states clearly the **breadth** of writing purposes, genres and text types which need to be covered.

2. Long term planning which shows the sequence of journeys taught in each year group and the specific objectives children will explore in these.

3. Mid-term and short-term planning which shows the journey children will take following the approach explained in the implementation section. Mid-term planning will also show the intent of each session and how these fit into the bigger picture of the journey.

4. Progression through objectives to provide depth in learning. Scaffolded tasks are provided to support learners and 'deepen the moment' challenges are provided to extend learning. We use different strategies to challenge children through deep immersion in their writing.

5. An assessment system through Insight which tracks children's progress towards achieving **depth** of learning in outcomes.

Implementation

The Curriculum is the whole learning experience offered by the school. It is not just the lessons and activities which are planned and taught. It also includes the ethos for learning i.e. the attitudes and loving three values we expect implicitly in all lessons through our learning 6 behaviours. At St Mary Magdalene Primary School, we aim to teach our children how to grow into independent learners, whocan also work and co-operate with others while developing their knowledge and skills, so they can achieve their full potential.

In Nursery and Reception, the children have their own set of learning behaviours which we believe matter most and help them to be successful learners. These are referred to as our 'Learning Gems' They consist of:

Solve my own problem. Work independently and with others.
Talk about my learning. Keep trying even when things are tricky.

We encourage them to develop and demonstrate these throughout their work and play. These links closely to the characteristics of effective learning which is set out in the statuary framework and encourage children to be

creative and critical thinkers that embrace new challenges. This links closely with our ethos and values across the school. Activities within the EYFS are designed to encourage the children's development towards competency and confidence in these learning behaviours.

Our learning behaviours 'Standing together six' which we believe children should display when engaging with thecurriculum, consist of:

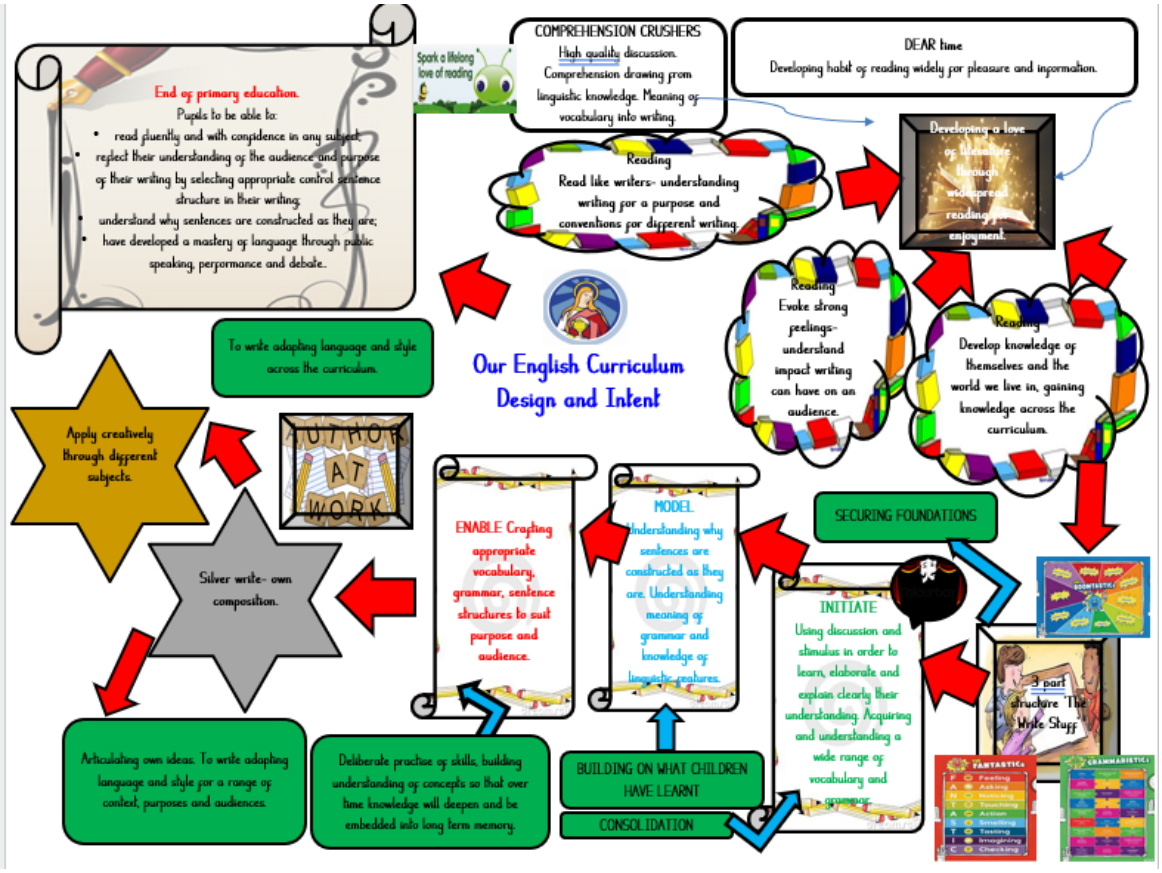
Enthusiasm Reflective Inquisitive

Risk taker Aspiration Collaboration

Writing

Quality children's literature forms the centre of our English journeys. By selecting interesting, engaging and appropriately challenging texts, the children will be exposed to a range of literature throughout their school life. We want to provide opportunities for all children to connect with books and therefore journeys are a balance of fiction and non-fiction texts.

Staff use this document to ensure consistency throughout the school:



A consistent learning journey is embedded through the school where reading is at the heart. Objectives are taught through a learning journey which includes:

- text exploration (of examples of best practice) to identify structural and language features. As texts used for the writing sessions are explored through a SLOW reveal, WAGOLLS used at the beginning of a journey will have a different content. Staff may choose to look at structural features in a ripping apart session at the beginning of a journey or as they slow reveal in writing sessions;

- reading activities- which explore the reading domains. How these are included in the journey will vary depending on the impact these will have on the writing sessions to follow. They may also be included as experience days or within the initiate sections of the skills journey.

- skill rehearsal at sentence and text level where grammar is woven through and talk for writing, role play, oracy and drama through the initiate sections. During the skill progression and composition stages, shared, live, modelled writing will feature so that children see teachers as writers and have a deeper understanding of impact can be achieved. Teachers use a chunking approach from 'The Write Stuff' when delivering the skill progression and grammar sessions however this may be adapted to meet the needs of all learners. A writing and grammar progression document shows expectations for each year group and staff use this to inform planning and the shape of journeys;

- proof reading and editing - children are given the opportunity to proof read and edit their writing in every lesson through the use of editor checklists;

- experience sessions may take place in a journey and staff will be reactive and responsive to the needs of the class when deciding where these may take place. It may be to immerse further into research; to explore aspects of work in more detail; to have hands-on practical sessions understanding grammatical features. Experience sessions may be the awe and wonder inputs, open-ended explorations, rich immersion time – all of which, need to be related and relevant to the journey and will support children with their writing and ideas;

- transferring reading into writing and writing for a range of purposes through different forms;

- planning content, structure, ideas and techniques before completing independent writing;

- applying different techniques and understanding the impact a writer can have on an audience through an independent silver write (showing a range of genres and purposes);

- the opportunity to consolidate and apply writing for different purposes through other curriculum areas;

- learning walls which are updated with each journey to support the children's learning;
- ICT used where it enhances, extends and complements English teaching and learning;

There is some flexibility within the journey allowing for creativity, for example, the length may vary and certain elements may have more of a focus depending on what will have the most impact on reading and writing.

Feedback on learning is an expectation throughout all aspects of English and can be through teacher marking, self and peer assessment. Staff have been trained on the use of key word, interventionmarking to ensure children are given verbal feedback which can be acted on immediately to move learning forward and to address misconceptions. Stickers are used to inform misconceptions and to challenge learning in line with 'The Write Stuff' symbols used to inform our skills sessions.

EYFS

Reception and Nursery children will experience Communication, Language and Literacy as part of the seven areas of learning as laid out in Foundation Stage Curriculum. Early Years staff and Key Stage 1 staff work collaboratively to ensure a smooth transition from Reception into Year 1. Activities set to Reception children link to Key Stage 1 provision and objectives to ensure good progression and consistency across year groups. Language is a fundamental aspect of the Early Years environment and speaking and listening skills are highly regarded. The environment should be rich with language, using, encouraging and displaying expected vocabulary. Vocabulary is planned for ahead of a topic and children are introduced to new language daily and opportunities to use this in a range of contexts.

Foundation Stage children will be provided systematic phonic teaching using the 'Little Wandle Letters and Sounds' documents. They will partake in Reading within a small group 3x weekly, and their reading book is selected carefully to match their phonic skills and understanding. When a child is ready to begin more formal reading, they will embark upon the school's reading system of colour banded books that will match their Phonic phase.

Emergent writing is encouraged through role-play experiences and informal writing opportunities. When children are familiar with the phonics and letter formation, they are encouraged to attempt a more focus form of writing using the initial, end and medial sounds in words, learning high frequency words and make phonic attempts at writing. Writing equipment is available in every area of the class to encourage to mark make in a range of contexts.

Phonics

At St Mary Magdalene we believe that in order for all of our children to become successful readers they must be taught phonics in a systematic and structured way. In order to do this, we use 'Little Wandle Letters and Sounds' to teach phonics in the Early Years and KS1. Our aim is for our children to become confident, capable fluent readers who have the knowledge and skills to experience all that books have to offer and develop a love of reading. During the Nursery year children engage daily in Phase 1 activities to widen vocabulary and to encourage and foster speaking and listening skills.

Phonics is taught daily from Reception Week 3. Each lesson teaches grapheme/phoneme correspondence as well as developing and securing the children's oral blending skills so they are ready to use their new knowledge to read words.

This continues in Year 1 where phonics is taught for 20-30 mins a day. In Year 2, we continue to teach phonics to those who have not yet meet the expected standard .

Phonics is assessed half termly and is used to identify how well the children are progressing. The information gathered is used to match children carefully to an appropriate reading book and to identify successes and difficulties. Children are assessed using the 'Little Wandle Letters and Sounds' Assessment which directly matches what has been taught each half term. Where children are not working at an expected level extra support is provided. In the Summer term, children in Year 1 will sit the Phonics Screening Check. In Year 2 children review phase 5 until October half term when they move to Little Wandle Bridge to Spelling and then the Little Wandle Spelling Scheme after Christmas.

Spelling in KS2

Staff implement The Grammarsaurus spelling scheme in KS2 which is a systematic, research-informed program that teaches spelling through phonics, morphology, etymology, and word structure, helping children understand how words are built rather than just memorised. Staff also use 'The Spelling Book' by Jane Considine for further activities to support with phonetic knowledge. Both programmes build a positive culture across school, living and breathing spelling in the classroom through practical approaches where children are not bombarded with lists and tests.

Reading

St Mary Magdalene readers experience a lifetime of wonders.

Reading for pleasure- please see our separate policy.

Guided reading

Guided reading opportunities are implemented through each journey. Activities link closely to the reading domains and are an integral part of the English journey in exploring grammatical features. It is through these reading activities that children are supported in transferring reading into writing.

KS2 follow the Grammarsaurus Comprehension Crusher scheme to provide focused practice of the core comprehension skills while teachers continue to develop the full breadth of the reading domains through wider reading experiences and high-quality discussion. The programme is designed to maximise opportunities for daily, weekly and monthly review to ensure new vocabulary, concepts and knowledge are encoded into long term memory. Each unit encompasses a range of fluency and vocabulary activities to improve reading comprehension.

Reading practice KS1

In Key Stage 1, children have three reading practise sessions per week in line, in addition to any other guided reading opportunities within each English journey. Each session has a main focus:

Session 1 – Decoding
Session 2 – Prosody
Session 3 – Comprehension.

Each reading practice session is an opportunity for the children to develop fluency at their appropriate book band and to secure common exception words. Books are selected in line with Little Wandle assessments until the children are ready to progress onto colour banded books. Once children complete the phonics program Collins Big Cat and Bug Club teaching resources are used to support the planning and delivery of reading practice session

Home reading

Bug Club is set as homework once a week through the Active Learn website where comprehension questions are included in the book children explore. Staff are able to track, through the online system, how well pupils are accessing the resource and how confident they are in answering questions. These questions are inline with the reading domains where children competence with these can also inform the school's assessment system of Insight. This is in addition to the home reading book which is sent home each week using Collins Big Cat.

Staff listen to children read individually in school regularly and a dialogue is encouraged between staff, parents and children in the children's reading diaries. Parents are also supported with example questions and activities they could complete to support with children's home reading.

Handwriting

- To ensure we are improving the consistency of handwriting across all subjects, we have adopted the Kinetic Letters programme.
    - Please refer to the separate handwriting policy.

Resources

The English leader ensures with other subject leaders, that their areas are well resourced and that resources are appropriate to the theme and deepen learning of skills and understanding of content. The school has a wide range of texts and material to stimulate and excite our children with reading and these are available in our two libraries and in book corners in the classrooms.

Assessment and Recording

Our curriculum is carefully organised for depth. We define progress as: the widening and deepening of knowledge, skills and understanding.

How children apply their knowledge and learning is assessed on Insight and their depth of learning is recorded in the form of whether they are emerging, developing, secure or exceeding in the objectives they are working on. Data is discussed in pupil progress and moderated by SLT. This data is then analysed and targets are set. Objectives set out in Insight support assessing children and identify nextsteps for the teacher to plan for.

We use our scaffolded support activities to ensure all children can access the objective. Some pupils are considered to require targeted support to enable them to work towards age-appropriate objectives and therefore intervention strategies are identified, including the use of individual profiles, LSP support and support

programmes such as pre-key stage resources. We use pupil progress and analysis of assessments to inform us of children who will require targeted support and this may change throughout the year. We track children's progress termly to ensure any children who may not be maintaining the level of development they were working at previously are identified for intervention and support. Children are assessed on entering, and on-going throughout the school. The children and are formally assessed at the end of each key stage.

The Collins: Assessing Fluency in Reading benchmarking programme is used by staff for children, as a way of assessing pupils accurately and to ensure children are reading the correct colour band. This programme supports our Collins Big Cat reading scheme.

Information is shared with parents at parent consultations and in their child's end of year report.

Presentation

When children are presenting their learning, they are encouraged to follow our expectations of what our books at St Mary Magdalene should look like. This ensures they have respect and pride in the work that they produce.

Parental Involvement

Parents/carers are viewed as active supporters of learning in our school. They are encouraged to be part of school life through a range of activities which take place and in particular through our reading for pleasure events.

Parents/carers have regular contact with staff and are able to discuss their child's progress on a regular basis. Additionally, the school requests that every parent/carer support their children by working with them at home on activities set on Seesaw.

Resources

Every class has easy access to basic resources for English such as dictionaries, thesaurus and reading books. There is a book area in each class, clearly categorised and labelled, to cater for children's different interests and to engage children with a wide variety of texts from magazines, newspapers, fiction books, graphic novels to challenging reads.

The school library contains a range of up-to-date fiction and non-fiction books and fiction libraries are in each classroom. The school is committed to updating these regularly to ensure wide-ranging, high-quality literature is consistent through school. There are also a wide range of phonic books to enhance children's phonic understanding and reinforces skills across the curriculum.

All classes have access to the Bug Club interactive book programme.

Enrichment events may be organised including storytellers, authors, visiting drama specialists and theatre groups.

Impact

The impact of our English curriculum is that by the end of each year group, the vast majority of pupils have sustained mastery of the year group they have worked in, ready for the next stage of their education. Some pupils will have a greater depth of understanding of the objectives explored. We track carefully through our assessment system to ensure pupils are on track to reach the expectations of our curriculum.

By the end of Key Stage one the majority of children should be working at the expected standard as defined by the interim framework documentation.

By the end of key stage two the majority of pupils should be working at the expected standard. Some children will be working at the expected standard with greater depth.

By the time the children leave St Mary Magdalene, they should have made significant progress, reaching their potential, with most pupils meeting their predicted targets and points progress.

Monitoring and Review

The English Leader will regularly monitor and review teaching and learning of the curriculum in accordance with the School Improvement Plan, recommendations from Ofsted, National Curriculum reviews and following consultation with Governors and teaching staff.

Planning, evidence of work and observations of teaching and learning are regularly monitored by the Headteacher, Senior Leadership Team and Subject Leaders. This monitoring enables the school to review and improve current practice on a regular basis. All members of staff are aware that we are continually developing all aspects of learning and teaching to ensure excellent provision for children. Children also have the opportunity to evaluate both the curriculum and their own progress; the feedback from this is used to inform future teaching and learning.

Governors are kept informed of developments and priorities through regular meetings and the named Governor for English works closely alongside the English leader, contributing to the Head teacher's report and to priorities on the School Improvement Plan.

Revised October 26- Pending Governor Approval

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