



ENGLISH POLICY

V.2 Reviewed 01.09.24

INTRODUCTION

The aim of our English Curriculum at King Edwin Primary School is to ensure that all our pupils develop the necessary skills and knowledge to become confident and effective communicators, as well as passionate readers and writers. We will achieve this by delivering a comprehensive curriculum that is both challenging and engaging for our pupils, and supported by a range of effective teaching strategies and resources.

AIMS

1. To develop pupils' language skills: KEPS English curriculum should aim to improve pupils' reading, writing, speaking, and listening skills. Pupils should be able to communicate effectively using English language.
2. To promote critical thinking and analysis: KEPS English curriculum should encourage pupils to think critically about the texts they read and analyse them for deeper meaning. Pupils should be able to evaluate different perspectives and form their own opinions.
3. To promote creativity and imagination: KEPS English curriculum should aim to foster creativity and imagination in pupils. Pupils should be able to express their ideas and thoughts in creative and engaging ways, such as through creative writing and storytelling.
4. To develop cultural awareness: KEPS English curriculum should help pupils develop an appreciation for different cultures and perspectives. Pupils should be exposed to a diverse range of texts and authors, and encouraged to explore and celebrate cultural differences.
5. To develop digital literacy: KEPS English curriculum should incorporate digital tools and resources to enhance pupils' learning experiences. Pupils should be able to use digital tools to research, create, and present their work in engaging and effective ways.
6. To promote lifelong learning: KEPS English curriculum should aim to develop a love of reading and learning in pupils. Pupils should be encouraged to continue reading and learning beyond the classroom, and to appreciate the value of lifelong learning.

STATUTORY REQUIREMENTS

Our English curriculum is based on the National Curriculum for English in England. We ensure that all statutory requirements are met, including the teaching of phonics in the early years and the study of grammar, punctuation, and spelling throughout the primary years.

PEDAGOGY

Our English curriculum is underpinned by evidence-based pedagogical practices that are designed to support student learning and engagement. We recognise that cognitive load can be a barrier to

learning, so we use a range of strategies to manage cognitive load, including:

- Providing clear instructions and explanations
- Breaking tasks down into smaller steps
- Reducing extraneous cognitive load by avoiding unnecessary information and distractions

We also use metacognitive strategies, such as modelling and thinking aloud, to support students' development of metacognitive skills. By modelling the thinking processes involved in reading, writing, and language learning, and by encouraging students to reflect on their own thinking processes, we aim to support the development of self-regulation and independent learning skills.

Stages of Writing Approach:

Our English curriculum uses a stages of writing approach to support students' development of writing skills. This approach involves breaking down the writing process into a series of stages, including:

- Planning: Students learn to plan their writing by generating and organising ideas, and by considering their purpose and audience.
- Drafting: Students learn to draft their writing by using their plan to write a first draft, focusing on content and structure rather than accuracy.
- Revising: Students learn to revise their writing by reviewing and refining their draft, focusing on improving the clarity, coherence, and effectiveness of their writing.
- Editing: Students learn to edit their writing by checking and correcting their spelling, grammar, and punctuation, focusing on accuracy and correctness.
- Publishing: Students learn to present their writing in a final, polished form, using appropriate layout, formatting, and presentation techniques.

RESOURCES

We use a range of resources to support the teaching and learning of English, including:

- Rising Stars for grammar, punctuation, and spelling
- Doodle English for grammar, punctuation, and spelling
- Education Endowment Foundation (EEF) for evidence-based practices and interventions
- Rocket Phonics for the teaching of phonics.
- Power of reading (CLPE)

INCLUSION

We are committed to providing an inclusive English curriculum that supports the needs of all learners, including those with special educational needs and disabilities (SEND) and those who speak English as an additional language (EAL). We use a range of strategies and resources to support inclusion, including differentiated teaching, small group work, and targeted interventions.

TARGET SETTING AND ASSESSMENT

- EAZMAG is used to record formative and summative assessments on a regular basis.
- Formative assessment is an integral part of the teacher's role and is used on a daily/weekly basis to inform future planning. It involves informally identifying children's progress against teaching objectives and targets, determining what a child has already achieved and moving them on to the next stage of learning.

- Summative assessment is carried out half-termly and is used within pupil progress meetings to monitor pupils' progress and attainment.
- Individual pupil targets are ongoing. We use both formative and summative assessments to inform the targets which children have in their books.
- Reporting procedures are in line with DfE regulations. Parents receive an annual written report and are invited to two parental interviews throughout the academic year.

ENRICHMENT ACTIVITIES

- Children are expected to read regularly and share books with adults. This is encouraged through "Early Bird reading" sessions that are held before school. Reading challenges are set termly with children rewarded for regular reading. Special events are held on a regular basis through the year to encourage a love of reading and writing.
- Children are allowed to choose from a range of homework activities (BINGO homework).
- King Edwin School keeps parents informed about their child's progress through workshops, parents meetings, written reports.
- Parents should also refer to the information in reading diaries and expectation documents.
- All children visit the local Edwinstowe public library throughout the year. Activities vary according to age, and can include library research skills, story sessions and browsing/borrowing books.
- Pupils are encouraged to use our various Doodle platforms.

MONITORING AND EVALUATION

We aim to mark work consistently throughout the school following our feedback and marking blueprint and where appropriate we encourage the children to self-correct during the redrafting process. Success criteria are used by pupils and teachers to move learning forward. This differs slightly according to the age of the children.

English is evaluated using the following criteria:

- the literate environment – e.g. word banks, interactive displays including the display of shared writing, group investigations, class charts of spelling strategies and grammar terminology
- data analysis, EAZMAG, phonics tracker
- work scrutiny and moderation by school staff within school and across our family of schools
- classroom observation and feedback
- Key Stage 1 and Key Stage 2 SAT result analysis, GLD scores, phonics screen scores
- resource/book audit by the English Team

