**INTENT**

|  |
| --- |
| **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. |
| **Intent from Subject** |
| The curriculum at Roby Park is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. The curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the children’s spiritual, moral, social and cultural development, ensuring that children are well prepared for life in modern Britain.  Our intent is for all pupils – irrespective of their needs, abilities or background – to learn to read and write fluently and with understanding. We aim to meet, and where possible exceed, the expectations laid out in the Early Learning Goals and National Curriculum, with pupils progressing appropriately across school. We recognise that spoken language underpins the development of Reading and Writing. The quality of language that pupils hear and speak is vital for developing their vocabulary and grammar and their understanding for Reading and Writing. We believe that children need to develop a secure knowledge-base in Literacy, which follows a clear pathway of progression as they advance through the primary curriculum. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.  For pupils to succeed in education, Reading must be a priority. Pupils’ Reading ability and knowledge acquisition are of great importance at Roby Park. We believe that a high quality English curriculum will develop children emotionally, culturally, intellectually, globally, socially and spiritually. We cultivate a love of Reading, Writing and communicating through vocabulary rich and high quality literature. By inspiring and developing an appreciation of our rich and varied literary heritage we develop a habit of Reading widely and often. We recognise the importance of nurturing 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. We want to inspire children to be confident in the art of speaking and listening and who can use discussion to communicate and further their learning.  It is our aspirations that by providing a language rich curriculum, our children will have the oracy skills that will serve them in all aspects of their life. |
| **Aims from National Curriculum** |
| 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. |

**IMPLEMENTATION**

|  |
| --- |
| **Teaching & Learning** |
| **Organisation and Curriculum Coverage**  The direct teaching of Reading starts with oracy and phonics. We follow the Letters and Sounds phonics programme, with this being complimented by purposeful talk and the use of shared Reading experiences that expose pupils to a wider range of vocabulary, syntax and sentence structure. As part of the Letters and Sounds programme, children have a daily phonics lesson in which they participate in speaking, listening and spelling activities that are matched to their developmental needs. Once children can decode text effectively, we build word recognition and develop comprehension skills in order to produce secure, confident, independent readers who enjoy and understand the benefits of Reading. In the afternoon, children have an additional short phonics session which embeds precision teaching of key areas for learning.  Read to Write empowers teachers to provide high-quality teaching of writing through high-quality literature. These detailed units of work centre on engaging, vocabulary-rich texts, with a wealth of writing opportunities within and across the curriculum. They provide:   * Clear sequential Episodes of Learning * Vocabulary learning and contextualised spelling, grammar and punctuation * Wider reading for the wider curriculum * Model Texts linked to writing outcomes * A wealth of supporting resource   Our English curriculum is developed around a sequence of high quality age-appropriate texts, using Literacy Count’s Read to Write units of learning. We use each book to create opportunities to:   * develop Reading fluency and comprehension with a focus on key Reading strategies and skills; * develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; * explore the Writing structure and features of different genres, identify the purpose and audience; * plan and write an initial piece of Writing with a clear context and purpose before evaluating the effectiveness of Writing by editing and redrafting.   Daily English lessons run for 1.5 hours 5 days a week to ensure continuity and rigour in teaching and learning of knowledge and skills. Teachers ensure the continual development of pupils’ confidence and competence in their knowledge of Reading, Writing, spoken language and listening skills. Building on this foundation, we teach literacy using a range of strategies which include:   * Group Discussion – Children discuss and interrogate new ideas in a small group or whole class setting. They listen to and value each other’s ideas whilst taking on board feedback so as to improve their own explanations. * Partner Talk – Children work in partners to discuss their ideas. They are able to explain their ideas about texts they have read and prepare their ideas before they write. * Questioning – Teachers use a range of questioning strategies to establish children’s current understanding and develop their learning. Higher level questioning is used to elicit a deeper understanding. * Modelled Writing – Teachers model Writing and editing to demonstrate the high expectations they have. They verbally ‘think aloud’ in order to make the Writing process explicit and provide a rich and varied vocabulary for the children to utilise in their own work. * Shared Writing – Teachers use the ideas from the children to create shared pieces of Writing. This enables the children to see the Writing process in action as well as having pride and ownership over the finished piece. * Editing – All children are signposted to regular opportunities for reviewing and editing their own and the work of others. * Working walls – Teachers and children regularly update working walls to ensure learning is documented within a unit of work. Class teachers ensure that the Writing process is clearly evident on working walls, with modelled examples being available to all pupils as the sequence of lessons develops.   In order for children to be successful, independent readers, they need to possess a secure knowledge of word Reading and comprehension skills. Shared Reading sessions are delivered daily and run for 30 minutes to ensure continuity and rigour in teaching and learning of knowledge and skills. The focus of shared Reading is on vocabulary development, the development of specific Reading skills and immersion in a wide range of texts. These lessons use class novels, poetry and nonfiction texts as a stimulus for deeper thinking develop contextual knowledge and understanding.  **Resources**  All Literacy Counts units and resources are saved on Google Drive. Each class has a Read to Write box with their vehicle texts and supplementary texts which support the themes and genre being taught for that half term.  Whilst the Read to Write units develop children’s writing skills through rich vehicle texts and daily Shared Reading texts develop children’s reading skills, focusing on the Reading domains, we also have daily 30-minute fluency lessons to start off the 90 minute English lessons. These are designed to supplement the age related spelling, grammar and punctuation which is taught through the Read to Write units. The discrete literacy knowledge and skills are woven through these lessons to make sure that children are able to develop mastery of the National Curriculum objectives. These range from word level knowledge such as using expanded noun phrases to sentence level skills where children are able to demonstrate their knowledge of increasingly complex sentence structures.  **EYFS**  In EYFS, children also are taught through Literacy Counts’ Read to Write units, with daily inputs. Vehicle texts are linked and developed through topics. Across EYFS literacy knowledge and skills are also developed through the continuous provision of the environment. Each classroom has resources available to be selected by the children to support their emergent reading and writing skills, in all areas. A well-resourced book corner highlights the importance of reading to the children, and the writing tables have activities based around the skills being taught that week. Shared Reading sessions reflect the practise of Y1-6, with verbal modelling.  In Reception children also practise writing their names using self-registration boards, and from the Summer term. Reception children replace self-registration with opportunities to practise irregular high frequency words. Nursery children learn to recognise their name and move to building their name, using letters.  Daily phonics take place in phase groups.  **Home Learning**  English Home Learning is set weekly via Seesaw. Home learning tasks alternate between reading comprehension and SPAG tasks to consolidate recent learning. The teacher will mark home learning via Seesaw. Home learning will be set on a Thursday and should be returned by Thursday.  Talk Home Work tasks are also set weekly via Seesaw. This gives children an opportunity to develop their oracy skills whilst engaging families in home learning. Children can record their responses in a number of ways, including audio and visual clips, on Seesaw.  Writing opportunities are also developed through the Humanities ‘Think Homework’ half termly projects.  **Reading Books**  Children have reading books allocated on a weekly basis. This can be either a physical book or an eBook via our Oxford Reading Tree Buddy online platform. On Oxford Reading Buddy, children can complete quizzes to check their understanding of what they have read. Books are linked to children’s individual reading stages and for younger children, this is also linked to which phonic phase they are working on.  Reading records will be kept up to date by Teaching Assistants and they will allocate books, during their work back time. Reading books are changed on:   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | | Fri | Fri | Mon | Weds | Thurs | Fri | Weds | Mon |   **Displays**  Each class is expected to an English working wall which adapts daily with teaching. Displays should model the writing process and scaffolds needed for children to apply to their own writing.  Weekly spellings and phonics should also be displayed within the classroom to aid children’s writing.  Whole school English displays will be produced in communal areas around the school, led by the English subject lead  **Presentation**  Handwriting and presentation is a whole school priority and the highest standards are expected across the curriculum. Presentation reminders will be glued in the front of all books and children will be reminded in all lessons of handwriting and presentation expectations. Staff will model the expectations throughout the curriculum.  **Planning**  All planning should be readily available in planning folders. Read 2 Write units should be dated, printed and annotated, planning specifically for pupils in the class. Annotations should include evaluations of lessons to inform assessment. Read 2 Write units are not plans but episodes of learning and they need to be adapted to the needs of the class.  Smart Notebook slides should be used alongside Read 2 Write resources to ensure high quality delivery.  Plans should be available from the beginning of the week, should anyone need to take your class. |
| **Cross Curricular Links** |
| We endeavour to ensure we provide our pupils with a 'language rich' environment; we do this with our links to the School Library Service, which ensures we have a wide range of texts displayed around our school, to correlate with our wider curriculum. Within our classrooms, we explore ambitious vocabulary across the wider curriculum to ensure we acquire an understanding of tricky language across the wider curriculum through the use of our knowledge organisers and working walls.  Extended Writing opportunities take place across the curriculum in Science, Humanities and RE. This provides children with the opportunity to demonstrate their literacy knowledge and skills, showing depth and mastery and allows them to write about a familiar topic without explicit literacy success criteria guidance. |
| **Inclusion** |
| Children with English as an additional language:  It is vital that children who have English as an additional language have English modelled accurately by all staff at school. Collaborative work with peers (where English is their first language) is essential and EAL children should be provided with consistent opportunities for this verbal interaction. Dual language books are available for each class (available from the Inclusion Department) and each classroom should have on display key words associated with current topics being studied.  All teachers include a range of strategies to support children with EAL which includes:   * Teacher and peer modelling and consistent use of visual support * Repetition and recasting of language features * Word banks and scaffolded speaking and listening activities.   Teachers work with the SENDCO to best meet the needs of individuals within their classes. Children who are new to English are assessed and support is put in place by the SENDCO to help them make rapid progress.  Special Educational Needs:  Some children experience learning difficulties, which affect their progress in English. Class teachers inform the SENDCO if they are concerned that a child may have underlying learning difficulties. Some children then receive SEN support. This may include:   * Volunteer readers * Reading buddies * Social skills groups * Booster classes * Precision Teaching * Chatty Therapy * Clicker   High Achievers:  Children who achieve highly in English will be supported and given opportunities to deepen their knowledge and skills through the reading and writing groups and differentiation. The success criteria for the lesson also indicates how greater depth has been taught within the context of the lesson and how this can be demonstrated by the child in outcomes of work. |
| **Equal Opportunities** |
| All children have equal opportunities to reach their full potential across the English curriculum, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability. |
| **British Values** |
| At Roby Park, our values are at the heart of everything we do. We strive to provide opportunities for pupils to develop their own core values whilst instilling the Fundamental British Values in many opportunities within units of work. Books and texts that are used within our English curriculum have themes covering diversity, tolerance, mutual respect and democracy. Within English lessons there are regular opportunities to discuss how these themes are presented and how characters embody these values. Children are regularly exposed to poetry and songs from other cultures during shared Reading lessons with children exploring the meaning of concepts such as liberty, democracy and tolerance. |
| **Enrichment Opportunities** |
| At Roby Park, we believe that children learn best when they are engaged, inspired and motivated to learn. We offer a wide range of experiences and challenges that enrich our core curriculum. This allows our pupils to learn outside the classroom and develop the skills for the world beyond the primary education. Below are some examples of how we achieve this through:   * Theme weeks – STEAM week, World Religion Week, Growing Up Week * WOW days at the entry and exit points of topics – art gallery exhibitions, workshops, dress up, food tasting * Celebration afternoons to celebrate and exhibit our learning with the wider community * Invite visitor’s in – local artists, historians * Educational visits, workshops and residential trips – art galleries and museums * Fundraising and awareness days – Harvest/food banks, Macmillan Coffee Mornings, Yellow Day, Sports Relief, Comic Relief, CiN, Cycle4Sepsis, Christmas Jumper Day * Enterprise week – Y5/6 Fiver Challenge * ‘Keep safe’ curriculum – Bikeability, Friendship Week, Road Safety, Bonfire Night safety, Internet Safety, Gang Awareness, Say No to Knives workshops * Wider opportunities – Languages Day, Musical Instruments, Extra-curricular club offer * Sporting events – inter and intra competitions with the collaborative schools and KSSP * Collaborative events with local schools * Festivals, celebrations and performances – Musical concerts, Peace Proms, Pantomimes, Christmas productions, Easter celebrations, class assemblies   At Roby Park, every child has the chance to access enriching experiences, through a variety of ways. We plan for our lessons to be broad and enriching. In addition to this, we organise special events, visitors, off-curriculum days, and family events to enrich our pupils’ lives and challenge them to aspire to be people who leave a mark on the world. Opportunities within the English curriculum are: World Book Day, Shakespeare Week, World Poetry Day and parent workshops. |
| **Community Links** |
| Involving parents in their children’s education helps to remove many misunderstandings and ambiguities about daily life in school. Parents are regularly invited into school for ‘Come and See’ workshops whereby they receive information relating to the focus and then witness learning and strategies first hand within the class room. We work closely with a book fair in raising the profile of Reading to ensure we share the importance of Reading with our parents, carers and wider community. |
| **Wellbeing** |
| At Roby Park, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing is just as important to our lives as our physical health.  At Roby Park, we endeavour to ensure that children are able to manage times of change and stress. We ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. The promotion of positive wellbeing is woven throughout our curriculum. |

**IMPACT**

|  |
| --- |
| **Impact** |
| The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children’s outcomes.  Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for Writing for a purpose.  Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning**.**  As a result, we have a community of enthusiastic readers and writers who enjoy showcasing  their developing literacy knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas. |
| **Assessment** |
| Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. Teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify those children who may need additional support.  Formative assessment of Writing is completed through teachers’ daily feedback to inform future planning. Teachers use the children’s every day Writing, plus at least one piece of unaided Writing each half term, to assess against INSIGHT objectives. INSIGHT objectives are used to ensure coverage and show next steps in learning across a range of Reading and Writing.  We also participate in No More Marking moderation, where children complete cold Writing tasks and these are marked externally by professionals across the country and they are bench marked against children of the same age. No More Marking reports the children’s standardised writing and compares groups. This external validation allows us to compare children’s performance to similar children and helps us to target set.  Termly staff meetings are used to moderate assessment of unaided work against the exemplar materials for Writing and the school’s agreed assessment criteria (non-negotiables) for each year group. Writing will also be externally moderated with other local schools.  Formative assessment in Reading is to be recorded through daily shared Reading sessions, and other Reading across the curriculum using the Reading domains and INSIGHT statements. Gaps in learning are identified and used to inform planning. Reading evidence will also be externally moderated with other local schools.  Focus Education and No More Marking exemplars are used to help assess the standard of writing across the school. We also use Literacy Count’s Reading and Writing assessment documents which gives key performance indicators for working towards, at and above age related expectations.  Children will complete an NFER text in Autumn and Spring which will inform teacher’s assessment.  Half termly assessments of objectives taught will be updated on Insight for English. Steps that children are working at will be recorded at the end of each half term. Teachers will record children’s performance against the age related objectives for the curriculum and decide whether children are working towards, at or above age related expectations. Assessments are used to inform planning and close gaps, in order to accelerate progress. Subject leaders will analyse termly data and address areas for curriculum development.  Children’s attainment, progress and barriers to learning will be discussed in half termly Pupil Progress Meetings with senior leaders and clear actions to work on will be planned together, to support pupils and staff in closing gaps.  Pupils’ work is recorded on Seesaw where pupils are able to self and peer assess. |
| **Monitoring and Evaluation** |
| Subject leads play an active role in the school self-evaluation cycle and throughout the year they will participate in:   * Ensure there is clear progression throughout the school * Creation of termly data reports * Reporting to SLT & Governors * Pupil voice * Work samples * Learning exploration blinks * Developing cultural capital opportunities and events * Identify any training needs and offer extra support and guidance to staff when it is appropriate * Ensure that there are suitable resources to help with the teaching and learning of their subject |
| **Review Date** |
| **Policy Agreed:** July 2020  **Policy Review:** July 2021 |

**Appendices**

|  |  |
| --- | --- |
| **KS1 Presentation Expectations for Books** | **KS2 Presentation Expectations for Books** |
| [**KS1 Shared Reading & Phonics Presentation Expectations**](https://drive.google.com/file/d/1RAvqMRJNMPpJCSeFdiwQwPfLXgKZkCnL/view?usp=sharing)  [**KS1 Presentation Expectations**](https://drive.google.com/file/d/1oku05fdY5pAUi3gZoLORNtHo3LkE00mN/view?usp=sharing) | [**KS2 Shared Reading & Spelling Presentation Expectations**](https://drive.google.com/file/d/1Z2odfoGtDMp7prt3y8r0ho7u_jv5XQkp/view?usp=sharing)  [**KS2 Presentation Expectations**](https://drive.google.com/file/d/1qI49McjDrYva9gfIlwiX_7eVNC5pWDS4/view?usp=sharing%20) |

|  |  |
| --- | --- |
| **English Curriculum Map** | **English Progression Map** |
| [**Roby Park English Curriculum Map**](https://drive.google.com/file/d/1TYZoVVRbSJyz-T35snECsCGVxzQhTsGH/view?usp=sharing)  [**GaPS Programme of Study**](https://drive.google.com/file/d/1Iyk4MZIpF4DVqTAJpmgmIVf506TVuwGs/view?usp=sharing) | [**Roby Park Reading Progression Map**](https://drive.google.com/file/d/1nDptP1yZd_y3VrIozGAbTOgTuLwZ7Bhu/view?usp=sharing)  [**Roby Park Speaking & Listening Progression Map**](https://drive.google.com/file/d/1T8PqrFP4nDHVmDdjm9tFZin4qt0W8H_8/view?usp=sharing)  [**Roby Park Writing Progression Map**](https://drive.google.com/file/d/1pKp8vy6eM90mPFd0gZUkJlWrx4XxTctx/view?usp=sharing) |

|  |  |
| --- | --- |
| **English Cultural Capital Events** | **English Half Termly Read 2 Write Book Packs** |
| [**Roby Park English Cultural Capital Enhancement Events**](https://drive.google.com/file/d/1oajHb9W8Nz_43azJFLOdhAZnA917UyRt/view?usp=sharing) | [**Read 2 Write Half Termly Book Lists**](https://drive.google.com/file/d/19SDIH-HRNBt_jT5bVecTRGdRMPOOieJg/view?usp=sharing) |

|  |  |
| --- | --- |
| **Recommended Reading Lists** | **Shared Reading Theme Planner** |
| [**Reception Recommended Reading List**](https://drive.google.com/file/d/1CaIMiumQQ1UlcdXhuuggX09VtjPR1UOp/view?usp=sharing)  [**Y1 Recommended Reading List**](https://drive.google.com/file/d/1S67Dz19X2NMqioT1GnEYs29ayEl9j_4d/view?usp=sharing)  [**Y2 Recommended Reading List**](https://drive.google.com/file/d/1j8O7s7PM7QL1Edyt9v1nkPByB4Q-t-O1/view?usp=sharing)  [**Y3 Recommended Reading List**](https://drive.google.com/file/d/1LT4MM_NZ9mWHYyBZMBI0hDh9cZY-wVtC/view?usp=sharing)  [**Y4 Recommended Reading List**](https://drive.google.com/file/d/1Zs3_roo_C0F9rp9bYBOMwfxd5mkMh9DW/view?usp=sharing)  [**Y5 Recommended Reading List**](https://drive.google.com/file/d/1t0aA-sF48COpboQFMuxkEFe3bopM-qxN/view?usp=sharing)  [**Y6 Recommended Reading List**](https://drive.google.com/file/d/1UIzqrhSlqiKi7Np2BJA_bWflR1x5YM_d/view?usp=sharing) | [**Shared Reading Theme Planner**](https://drive.google.com/file/d/1Soa2j-vDxUdo1fSVXhtobLNnmRQxD6qb/view?usp=sharing) |

|  |  |
| --- | --- |
| **Handwriting Policy** | **Class Novel Reading Spine** |
| [**Handwriting Policy**](https://drive.google.com/file/d/1IY-0bPfcSmJi_Z5jlCrZv42I_o9wjoJ4/view?usp=sharing) | [**Class Novel Reading Spine**](https://drive.google.com/file/d/12ycmxlZUtf9dDcWoK-yuagyacZPBlONw/view?usp=sharing) |

|  |
| --- |
| **Subject Lead Monitoring Schedule** |
| [**Annual Subject Leaders Monitoring Cycle**](https://drive.google.com/file/d/1rNFQAjuGBkGk-GE4Lrixdd4OF6sK3fOO/view?usp=sharing) |