**INTENT**

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| **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** |
| At Roby Park Primary School we believe that all our children can become fluent, confident and competent spellers. We encourage our pupils to think and write creatively, be adventurous with their use of language and to write with clear purpose and for pleasure. In order for these aims to be realised, it is essential that our pupils learn the knowledge and skills to spell accurately. We want our pupils to be equipped with the knowledge and range of strategies for learning spelling and to be able to apply their strategies when spelling words in their writing.  To ensure this happens we teach using Ready Steady Spell. This is a systematic spelling programme which covers all the National Curriculum objectives in a cyclical way.  The progression document systematically develops children’s understanding of morphological and phonological spelling knowledge and rules, as appropriate, and builds upon previous learning in an incremental manner as they move through school. Children are also taught a range of engaging and interactive strategies which can be used to support recall of spellings and moving spellings into the Long Term Working Memory. Ready Steady Spell also supports in transition into Y6 through the use of spelling journals, children identifying own misspelling and the teaching of editing skills etc in Year 6 term 2.  We have a skilled English Lead in our school who is responsible for Ready Steady Spell, monitoring and supporting the practice and ensuring the high quality teaching of the programme. |
| **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**

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| **Teaching & Learning** |
| **Organisation and Curriculum Coverage**  Year 2  Daily Lessons  • Spelling is taught daily, for 20 mins. We begin this the first week of term.  • Built into the programme is a review session every Friday, alongside regular review and assessment weeks, so that we have a clear understanding of where our children are at and what further teaching they may need to allow them early success.  • The daily sessions include a clear 4 part lesson, Revisit/Revise, Teach, Practise and Apply and cover CEW’s, strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.  • We follow the Ready Steady Spell progression document through Year 2 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.  • The objectives are returned to within and across year group three times to ensure that spellings are embedded.  • We have a weekly spelling test. This is in addition to the lesson. The spellings are set out within the programme and are based upon what has already been taught and CEW’s for the week. Children will not be asked to spell word they have not previously been taught and exposed to.  • We send home parent sheets weekly which provide the words for the spelling tests and the strategies that have been suggested to support their learning. These will be discussed, explained and shared with parents so that home school links can be developed and so that parents are clear on the best ways to support their child(ren) in embedding spellings.  Years 3 -6  Lessons  • Spelling is taught 3 times per week. This begins in the first week of the Autumn term.  • Built into the programme is a review session every Friday, alongside regular review and assessment weeks, so that we have a clear understanding of where our children are at and what further teaching they may need to allow them early success.  • The daily sessions include a clear 4 part lesson, Revisit/Revise, Teach, Practise and Apply and cover Statutory Word List words, strategies to support remembering the spellings, teaching of rules where appropriate and application into writing.  • In summer 2 for Year 4, and Spring 1 and 2 and Summer 1 terms for Year 6, revision weeks are built into Ready Steady Spell which link directly to the end of KS2 content domains.  • In Year 6 Summer 2 term Ready Steady Spell provides support for transition and children identifying their own misspellings, using spelling journals, editing writing etc.  • We follow the Ready Steady Spell progression document through Years 3 - 6 which covers all the National Curriculum (2014) expectations and clearly sets out what is to be taught and when.  • The objectives are returned to within and across year group three times to ensure that spellings are embedded  • We have a weekly spelling test at the end of each week. This is in addition to the lesson. The spellings are set out within the programme and are based upon what has already been taught and Statutory Word List Words for the week. Children will not be asked to spell word they have not previously been taught and exposed to.  • We send home parent sheets weekly which provide the words for the spelling tests and the strategies that have been suggested to support their learning. These will be discussed, explained and shared with parents so that home school links can be developed and so that parents are clear on the best ways to support their child(ren) in embedding spellings.  Ready Steady Spell: Go  • Any child who is identified as requiring additional support will receive immediate intervention through the Ready Steady Spell: Go sessions. These are in addition to their Ready Steady Spell lesson.  • The sessions are 15 mins long  • The sessions using the same procedures, resources and materials as Ready Steady Spell but with more repetition and scaffolding with a fully trained adult.  • Children with common and specific difficulties are taught in small groups/1:1 using the Ready Steady Spell: Go materials.  Why is spelling important?  *“….learning to spell well is extremely useful if we want children to become confident writers. If they are constantly stopping to think about how words are spelled while they write, it can interrupt the flow of their thoughts, taking them away from what we want them to be thinking about: their choice of words and how they construct those words into sentences that communicate exactly what they want to say. If they’re confident spellers, they’re also much more likely to make adventurous vocabulary choices, selecting the exact word to communicate their message, rather than playing it safe and using a word they already know how to spell.”*  James Clements (Oxford Education)  EEF Improving Literacy in KS1  Recommendation 6  • Spelling should be explicitly taught.  EEF Improving Literacy in KS2  Recommendation 5  • Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils’ spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them.  **Resources**  All Literacy Counts units and resources are saved on Google Drive. Staff have login details to the Literacy Counts website where all the resources are accessible online and for download purposes.  **Displays**  Each class is expected to an English working wall which adapts daily with teaching. Displays should model spelling strategies being used and current learning.  Weekly spellings and phonics should also be displayed within the classroom to aid children’s writing.  **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 is readily available online. Staff are encouraged to annotate and evaluate teaching on plans, not creating new planning formats. |
| **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**

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| **Assessment** |
| Formative  • Daily formative assessment is built into the Ready Steady Spell teaching sequence and the workbooks have a dedicated, daily opportunity to record formative assessment to be reinforced in the Ready Steady Spell: Go sessions  • The weekly Friday session allow opportunities to review and identify gaps in learning that will then be addressed in the Ready Steady Spell: Go additional sessions  • Ongoing observations of children during the spelling lesson to inform gaps in learning and broader application of skills and knowledge across the curriculum  Summative  • Regular five or six weekly assessments take place as identified in the Ready Steady Spell progression document. These weeks will be used to assess progress and identify children who need further group/individual support.  • The assessments will be shared with the English Lead/Assessment Lead/SLT to narrow attainment gaps between different groups of children, with a focus on the bottom 20% |
| **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:** September 2024  **Policy Review:** September 2026 |