



## Hockliffe Lower School

### English Curriculum Statement

#### Intent

We believe that literacy and communication are key life skills that are essential for children to possess in order to participate successfully as members of our diverse society. We believe children should be inspired to have a love of English language and literature. We believe literacy is central to children's intellectual, emotional and social development and strive to create an environment where all pupils can become proficient in the English language so they have the firm foundation needed to access the whole curriculum with confidence and success. Through our English curriculum we help children develop the skills and knowledge to communicate effectively and creatively through spoken and written language and equip them to become lifelong learners.

#### Aims

- enable children to speak with confidence and to take account of their listeners expressing opinions and articulating feelings
- encourage children to listen with concentration, to engage with and formulate responses to what they have heard
- show children how to adapt their speech in different circumstances for different audiences
- help children to become confident, independent and life-long readers
- develop fluent, enthusiastic and reflective readers who are able to engage with challenging and substantial texts
- promote the enjoyment of reading and writing
- encourage a sense of audience and purpose in writing
- develop powers of imagination, inventiveness and critical awareness in all areas of literacy
- foster an interest in words and their meaning and develop a wide vocabulary in both spoken and written form
- develop a secure understanding of spelling, grammar and punctuation
- enable children to plan, draft and edit their written work
- support children to produce effective, accurate and well-presented written work

#### Implementation

English is a core subject within the National Curriculum (NC 2014) and is the cornerstone of all learning, both in school and in the wider society. The school follows the statutory requirements for the teaching and learning of English as set out in the National Curriculum English Programmes of Study – Key Stages 1 and 2 (2014) and in the 'Communication and Language' and 'Literacy' sections of the Statutory Framework for the Early Years Foundation Stage (2021). Children are supported to gain an understanding of how language works by looking at its patterns, structures and origins, for example through grammar and spelling. Children are taught to use their knowledge, skills and understanding in speaking, reading and writing across the curriculum and for a range of purposes in different real life situations.

#### Spoken Language

The importance of spoken language in pupils' development across the whole curriculum is paramount. Spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities

to develop these skills are woven in across all subjects and throughout the school day. Activities include...

- asking and answering questions
- oral storytelling
- group and class discussions and debates
- talking to visitors and explaining their learning
- presentation of research projects
- learning and performing poetry
- use of talk partners
- class or team assemblies
- sharing work or homework
- drama and performances

Children who require extra support in speaking and listening receive intervention programmes such as Time to Talk. Referrals are made to the NHS Speech and Language Support and any recommendations of programmes implemented in school and home. The school works closely with families who have English as an Additional Language ensuring children are supported to develop their understanding of the English language through the use of specific resources and appropriate teaching strategies.

### **Reading**

We aim to develop the children's ability to read fluently, confidently and independently so that they value and enjoy reading. The school has set out in a separate document details of the content and strategies used in the teaching of reading,

### **Writing**

We aim to develop the children's ability to produce well structured, appropriately detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. The school uses Herts for learning Planning materials for structuring lesson foci. This provides guidance for teachers in understanding how their children will progress through NC 2014.

The children are given frequent opportunities in school to write in different contexts, using quality texts as a model, and for a variety of purposes and audiences. They are taught to write different genres and at Key Stage 2 characteristics of genre are given to children by way of a check list which they can use as a guide of what to include and to use as a self-assessment tool. There are many opportunities for children to develop their writing across the curriculum including...

- responding to stimuli such as written and visual texts across a range of media
- building upon visits or events
- using drama, role play, hot seating
- in response to music or art
- producing writing on their own or as part of group
- creating termly class newspapers
- presenting research in foundation subjects and half termly shared learning tasks
- incorporating opportunities to use ICT.

Combinations of approaches to developing writing are employed and include modelled, shared, guided and independent sessions.

### **Whole class teaching**

Teachers model the use of composition and transcription strategies in whole class sessions to demonstrate appropriate skills and techniques.

At times, teachers might scribe for children as part of a shared composition where they take children's ideas, and model how to shape them further.

### **Guided writing**

Guided writing sessions are used to target specific needs of both groups and individuals. Children needing extra support in certain aspects of writing may receive additional intervention sessions in small groups or as individuals. Where possible, children will be supported in class to access the same learning as their peers.

### **Independent writing**

Independent writing opportunities are planned to enable children to use and apply skills that have been modelled and guided by the adult. Children have opportunities to write in extended independent writing sessions throughout each unit and across the curriculum. They are given time to edit their work and opportunities to create final, 'published' pieces.

### **Resources for Writing**

- Writers' wallets- each child has a pack of resources which they can use to support their writing increasing their independence
- Word mats and vocabulary lists
- dictionaries, thesauri
- English working walls
- PowerPoint presentations
- Mighty Writer
- Online websites and apps

### **Grammar**

The school follows the Programme of Study for grammar as outlined in the main body of the National Curriculum as well as the grammar appendix (including terminology for pupils) and the glossary of NC 2014. In general, this is taught in an embedded way so as to provide meaningful contexts for children to apply their learning in their writing. However, sometimes an aspect of grammar may be taught or revised in a discrete session. Children use this knowledge to help them gain more conscious control over their writing and understand how to compose accurate sentences. Teachers effectively model writing that includes grammar in context and model Standard English in their oral communications so that children have a solid grasp of written expectations and are able to choose the appropriate register in their writing.

### **Spelling and Handwriting**

The school has set out in separate documents details of the content and strategies used in the teaching of spelling and handwriting

### **Cross curricular opportunities**

English influences all other areas of the curriculum and enables children to access a variety of forms of reading and writing. Wherever possible, teachers will seek to take advantage of opportunities to make cross-curricular links and support children to develop the application of the skills they learn in English lessons, in different contexts and subjects through a variety of extended writing tasks. The same standard of writing seen in children's English work is expected in their cross-curricular writing. Children are given many opportunities to develop their reading stamina and fluency by the application of their reading skills to support their learning in other subjects across the curriculum.

### **Early Years Foundation Stage**

Children in the early Years Foundation Stage will be taught literacy skills in accordance with the Early Years Foundation Stage Curriculum ( See EYFS Policy)

### **Inclusion**

All pupils receive quality first literacy teaching on a daily basis and activities are differentiated according to the needs of the pupils in the class. Where pupils are identified as requiring targeted support to enable them to work towards age appropriate objectives intervention programmes will be implemented. Teachers and teaching assistants plan programmes together and monitor the progress of these pupils. Where SEND pupils have further specific individual needs in English these are specified on Individual Achievement Plans or within the pupils EHC plans.

### **Working with parents**

Parents are encouraged to support their children's learning in English at home. Children are asked to read regularly and learn weekly Superstar spellings at home. Cross curricular tasks involving writing are given to children in their learning log homework. See Homework Policy. Meetings for parents to help them understand how to best support their children with phonics, reading comprehension and spelling are held at the beginning of each year. Teachers send home weekly letters sharing with parents the targets their child is going to be working on in English during the week and setting out the spellings they have to learn. These are kept in a plastic folder and added to so parents can refer back to learning in prior weeks. Children's achievements in spelling assessments are also shared with parents on these sheets.

### **Impact**

Teachers use effective assessment for learning in English, in line with the school assessment policy, to ensure planning is based on prior attainment and that pupils know what they need to do to achieve the next steps. On- going assessment of children's attainment of specific objectives in English are made during lessons; questioning, observations, children's self and peer assessment; quizzes, tests and teacher marking provide evidence. Teachers input attainment data directly onto Target Tacker where each child is assessed to be working at, achieved or mastered against each objective of the English curriculum. Marking is in line with the school marking policy.

Teachers report to parents in consultation meetings in the autumn and spring terms where parents are given written targets for their children with ideas of how they can support their children to achieve these targets at home. A full written report of children's attainment and progress in English is given to parents in the summer term.

This policy will be reviewed as required, but at least every two years