

English

Summary Document

*We live and work in harmony
with love for one another
so we can achieve our potential
within a community of life-long learners.*

The whole experience of English is in line with our vision (above). In particular, this is evident in **THREE EXAMPLES**.

1. Children achieve their potential through a strong reading culture.
2. Children develop the oracy skills to allow them to live and work in harmony with one another.
3. As a community of life long learners all staff value English CPD.

The English Big Ideas are:

| | | | | | |
|-------------|--------------------|---------------|-------------|------------------------|---------------------------|
| Reading KS1 | Phonemic Awareness | Phonics | Fluency | Vocabulary development | Reading comprehension |
| Reading KS2 | Vocabulary | Infer | Predict | Retrieve & Explain | Summarise (reflect) |
| Writing | Spelling | Handwriting | Composition | Vocabulary | Punctuation & Grammar |
| Speaking | Clear | Loud | Interesting | Pace | Vocabulary |
| Listening | Shared attention | Body language | Eye Contact | Related responses | Listening time/reflection |

Threads and Neurons in the English Curriculum

| Descriptor | Evidence |
|--|---|
| An ambitious curriculum that gives all learners the knowledge and cultural capital they need | We are ambitious that all children develop their core English skills to inspire a love of language and enable children to communicate effectively and purposefully through the skills of reading, writing and oracy. |
| Coherently sequenced planning | The threads and neurons document helps to ensure progression across year groups. In Reception and Year 1 a key focus is on teaching children the phonic knowledge that they need to become fluent readers and independent writers. As children move into Year 2 and beyond their reading becomes increasingly fluent and there is a greater focus on developing writing and grammatical skills. |
| Skills to support employment | English skills are implemented across the school throughout English lessons and across the curriculum which will prepare children well for future employment. As a large number of jobs/professions that our children will undertake as adults have not yet been created, it's important for us as educators to ensure that the children are taught skills to support their future employment. |
| Holding the same high ambitions for all pupils, with the curriculum tailored to support those of high need | All staff have high ambition and high expectations for all children. Learning activities and challenges are pitched at ARE and differentiated accordingly, this is to ensure that they can be accessed by all and that learning can be stretched or supported in order for children to achieve their potential as lifelong-learners. |
| Explore the full curriculum, including cross-curricular links | As a core subject, English skills underpin learning in all subjects. As a result, there is evidence of a wide breadth, enrichment and strong cross-curricular links to as many subjects as possible. |

Delivering the English Curriculum

| Descriptor | Evidence |
|---|--|
| High level of teachers' subject knowledge and quality CPD | All staff across the school have received Little Wandle Phonics training, and this training is prioritised for new staff joining the school. CPD was provided for staff in the delivery of whole class reading, this was targeted at staff in KS2 but all were welcome to attend. English subject lead is completing 'Reading for Pleasure' training. The Write Stuff training is planned to support staff with the teaching of writing across the school. |
| Effective delivery by teaching staff | Evidence of effective teaching is observed during learning walks and book scrutinies. Moderation of writing across all year groups is carried out to support assessment. |
| Effective assessment and rapid feedback for pupils that also informs planning | Phonics assessments are carried out on a half termly basis to track progress and allow 'keep up' support to be put in place where it is needed. PM Benchmark is used as needed in KS2. Feedback is given verbally to children during reading teaching sessions so that they can respond in the moment. Writing is marked in line with the school's marking policy, and whole class feedback is given in a timely manner which the children respond to in purple polishing pen. |
| Teaching of the subject is designed to enable pupils to remember learning in the long term and integrate new concepts | All phonics lessons include a revisit and review section, and reading sessions support children to apply their secure phonic knowledge. Whole class reading sessions in KS2 follow the six reading skills known as VIPERS. Writing skills are revisited and the writing assessment guidance includes grammar skills that should be taught/revisited in each year group. |
| Assessment is informative, useful and smart | Whole School Marking Policy. Reading is assessed termly in Year 2-6 using PiRA or statutory assessments. A piece of independent writing from each term is kept in each child's blue assessment file. Assessments are recorded half termly on target tracker. Assessment information is used to inform future planning and curriculum development. Children needing additional challenge or support are also identified and targeted. Assessment data is reviewed termly during pupil progress meetings to monitor and support the progress of individuals and groups of children. |
| The environment and other resources support learning effectively | All classrooms have a well-stocked book corner, containing fiction, non-fiction and poetry. With the support of the PTA these areas continue to be developed. Working walls are used to support learning. This could be a 'sentence stacking' display or a display focusing on a genre of writing. Grow the code charts, dictionaries, thesauruses and other resources are available for children to use independently. |
| Reading is integrated within this subject | Reading teaching takes place daily, this includes phonics, group reading, whole class reading, reading for pleasure and story time. |






Pupils achieve their potential in English

| Descriptor | Evidence |
|---|--|
| Learners develop detailed knowledge and skills, which is evident in their attainment and progress | Children's knowledge and skills are primarily evidenced within their English books and reading journals/group records. There is further cross-curricular evidence within other subject books. Assessments also provide evidence of attainment and progress. |
| Learners are ready for the next stage of their education | The Shelford Threads and Neurons document outlines the coverage in English teaching. This has been planned to ensure children are prepared for the next stage of their education. |

Learners apply good reading skills in this subject

Reading is a key part of English teaching. Children apply the skills that they are taught beyond their English lessons.

Specific Links to our Specialisms, Awards and Accreditations

| Specialism, Award or Accreditation | Links with this Subject |
|--|---|
|  <p>RE graded 'Excellent' by SIAMS, Church School Status</p> | <p>English allows learners to have an <i>understanding and ability in relation to</i> religions: a basic understanding of the history, central texts (where applicable), beliefs, practices and contemporary manifestations of several of the world's religions.</p> <p>English skills (reading, writing, speaking and listening) will help pupils reach their potential and deal with the higher-order questions prevalent in RE.</p> |
|  <p>International School Award for outstanding development of the international dimension of the curriculum</p> | <p>Children have developed:</p> <ul style="list-style-type: none"> ○ an increased knowledge, awareness and tolerance about other countries, cultures and languages, ○ confidence in communicating with people from different backgrounds, ○ more skills to successfully live and work in a global and mobile society, ○ literacy skills when writing stories and letters for specific audiences ○ confidence with their foreign language skills. <p>Benefits for the school:</p> <ul style="list-style-type: none"> ○ an increased profile of the school in the local community, making it more attractive for prospective parents and teachers. ○ providing an extra dimension to student's learning and development which other schools may not offer. ○ creating important links with schools abroad to exchange knowledge and skills. |
|  | |
|  <p>Primary Science Quality Mark Award</p> | <p>English in science refers to the literate practices and strategies that enable individuals to understand, synthesise and communicate scientific content, knowledge and skills. Children use reading, writing, speaking and listening skills to access, understand and communicate scientific knowledge.</p> |
| <p>School Games</p>  <p>Silver Award</p> | <p>PE is a subject that naturally facilitates communication through oracy. Teachers are encouraged to support communication amongst pupils in various ways, including; asking questions, group discussions, listening to others' contributions, following instructions, identifying problems and recognising solutions.</p> |



Commitment to professional development, research, mentoring and coaching.

As a school, we have a prioritised approach to the development of English through the SDP and CPD & Monitoring Schedule for English each term. All staff value English CPD.