

St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



SMFR Approach to English

This guidance outlines the teaching, organisation and management of the English curriculum taught and learnt at SMFR. The implementation of these guidelines is the responsibility of all teaching staff.

INTRODUCTION

At SMFR, we are a FAMILY committed to ensuring all children FLOURISH in our care; We take pride in providing our children with a broad and engaging curriculum, and fostering their desire and curiosity to learn.

SCHOOL VISION Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future
Jeremiah 29:11

INTENT

Also see

- Subject Goals
- Subject Progression Map

Subject Intent Statement

The intention of the English curriculum at SMFR is to deliver a high-quality education in writing that will teach pupils to write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. We know that writing underpins all curriculum areas and is an essential skill for children. We encourage a love of writing and provide as many opportunities for children to write as possible. Through engaging in high-quality activities based around a high-quality text, pupils have a chance to develop their writing in a range of genres as well as develop culturally, emotionally, intellectually, socially and spiritually. Pupils will also have acquired a wide range of vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Through the core texts selected and studied, the pupils at SMFR will learn to appreciate our rich and varied literary heritage and by the end of their primary school journey pupils should be able to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences. By the time children leave SMFR, it is our intent for children to be confident, ambitious and create writers.

Subject Aims

The national curriculum for English aims to ensure that all pupils:

- Show high levels of achievement and exhibit very positive attitudes towards writing.
- Use and understand language as speakers, readers and writers.
- Are competent, confident and independent in the use of language in their writing.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- Apply their grammatical knowledge in their writing
- Apply their phonetical and spelling knowledge in their writing
- Apply high standards of writing in all areas of the curriculum.
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- 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
- Plan, revise and evaluate their writing.
- Write fluently, legibly and, eventually, with speedy handwriting.

IMPLEMENTATION

Also see: Appendix 1 English Non-Negotiables

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Subject Planning & Teaching

SMFR uses the Literacy Tree scheme, a thematic approach to teaching. Using a diverse range of children's literature, SMFR provides daily English lessons that are progressive and support skill development. Pupils are given a range of writing opportunities including the use of paired, group and independent writing tasks. This is developed across Key Stages, so that the pupils learn to respond appropriately and supportively to each other.

In Nursery, teachers build on the children's knowledge of sound creating a good structure for future learning or phonics and reading. Children are taught to hear sounds, orally blend and segment and identify initial sounds in words.

Foundation Stage

The Early Years Foundation Stage Curriculum is followed to ensure continuity and progression from entering Nursery, moving through the Foundation Stage and then through to the National Curriculum in KS1 and KS2.

The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication and Language' is one of 3 prime areas that are fundamental to supporting their language development. 'Communication and Language' is made up of the following aspects: listening and attention, understanding and speaking. 'English' is one of 4 specific areas which include the development of essential skills and knowledge and is made up of the 2 aspects: reading & writing. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

KS1 and KS2

Through careful stages of planning using the Literacy Tree scheme and 'Quality First Teaching' across SMFR each teacher differentiates their class' curriculum to meet the needs of the children they teach with the aim of developing independence and the child meeting his/her potential at whichever level they are working at. We acknowledge that children learn in many different ways and recognise the need to use a range of different teaching and learning strategies, that will allow all children to learn in ways that best suit them.

In each lesson, children are guided towards the learning intentions through the use of success criteria. The learning intentions and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review of children's work and are used to identify individual target areas.

The English curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for English, Spelling, Punctuation and Grammar and Handwriting. Teachers select a range of children's literature from the Literacy Tree Scheme, across different genres, to expose children to a vast understanding of different texts available. Planning stages allow for children to have opportunities to explore different genres with the teaching of features needed. Teachers will model quality writing and scaffold according to the needs of the children. Writing should lend itself to the process of planning, draft writing, editing and publishing. Vocabulary books will be used to ensure understanding and application of unfamiliar words used in context.

Handwriting is taught using The Nelson Handwriting Scheme. Weekly sessions will be carried out across the school to ensure the development and progression of joined handwriting. Sessions will include teachers modelling to the children how to correctly form their letters, ensuring ascenders, descenders, capital letters and where appropriate, joined letters, are being used accurately.

SMFR Writing / SPaG Resources/Schemes

- Literacy Tree Scheme
- Dictionaries
- Thesaurus's
- GPC (grapheme phoneme correspondence) visual mats/ cues
- Word Mats
- Vocabulary books
- Working Wall display
- VCOP display
- Nelson Handwriting Scheme

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Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

English Curriculum Link to EYFS Framework:

Literacy It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the Writing curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

At SMFR we use Cornerstones to support our assessment of SPaG and Literacy Tree to support our continued assessment of Writing.

The learning intentions and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.

Overall, children's progress in English is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programme of study.

Pupil Feedback:

As part of the on-going review and development of our curriculum, the English / SPaG Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the English / SPaG Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for Writing within the SMFR curriculum.

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- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of Writing.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through books, lesson observations, learning conversations, data analysis and ensuring that key skills are evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.



Appendix 1 English Non-Negotiables

SMFR English Non-negotiables:

- Age appropriate high-quality children's literature that engage and challenge
- Vocabulary Books

SMFR Reading Strategies

- DEAR Time
- Shared Reading

	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • Learning appropriate to agreed SMFR subject Progression Map & Goals • Use of a range of well thought out resources including IT • Focus on handwriting & presentation (where appropriate) • LI's linked to National Curriculum • Success Criteria showing progression • Skills in Writing are developed across a range of genres • Write for a range of purposes and audiences • A secure knowledge of spelling and grammar is embedded 	<ul style="list-style-type: none"> • Use of differentiated Super Writer sheets, to support development of writing skills.
IMPLEMENTATION		
	<ul style="list-style-type: none"> • Weekly learning intentions will be on display within the classroom. • Learning intention and date underlined using pencil. • Where appropriate, sheets stuck in to books neatly. • 3-way differentiation, including differentiated Super Writer sheets. • Editing and up-leveilling is used in a progressive way. • New spellings given and tested weekly. • Scaffolding used to develop writing skills leading to independent writing. • SPaG skills taught embedded in writing tasks. 	<ul style="list-style-type: none"> • Features of different genres embedded and progressive across the school • Focus on Gem Powers • Vocabulary books (KS2) • Modelling the writing process used within all lessons • Children build on prior knowledge • Opportunities for children to write out inaccurate spelling 3 times in their books
IMPACT		
AFL	<ul style="list-style-type: none"> • Questions to check understanding. • Scanning classrooms • Mini plenaries • Marking & Feedback, where appropriate, in accordance with SMFR policy • Discussions with children. • Collaborative learning • Adapted planning for the next lesson. • KS1 children's self-assessment • KS2 children's EXIT messages 	<ul style="list-style-type: none"> • Peer evaluation • Self-assessment • Flexible groupings. • Children's peer and self-assessments. • Testing • Quizzing • Teachers own AFL

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