**English**

**Intent:**

We believe that a quality English curriculum should develop children’s love of and enthusiasm for reading, writing and discussion. We give all children the opportunity to enter the magical worlds that books open to them. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often, developing culturally, emotionally, intellectually, socially and spiritually. Reading is the core of our curriculum. We teach children to be confident and fluent readers who will have a lifelong love of books and reading. Reading also enables pupils both to acquire knowledge and to build on what they already know. We want to inspire children to be confident in the arts of speaking and listening and to use discussion to develop their learning. We believe that a thorough grasp of literacy skills is crucial to a high-quality education and will give our children the confidence and tools they need to become learners for life.

**Aims:**

The overarching aim for 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.

* To ensure all pupils be able to read fluently and with good understanding, being able to infer, discuss their reading and share viewpoints. To develop a love of books, enjoy reading and have an interest in words.
* to encourage children to develop a habit of reading, for both pleasure and information and to have a love of reading and discovery
* to enable children to write for purpose, within a context, adapting their language and style in and for a range of contexts, purposes and for varying audiences, as well as to apply rich and specific vocabulary, appropriate layout and developed grammar and knowledge of English skills with pride in their written work.
* to enable children to use discussion to learn; being able to elaborate and explain clearly their understanding and ideas and be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

**Implementation:**

Across the school English is taught daily through a sequence of work using the Jonathon Bond toolkit, integrating grammar skills, speaking and listening and drama. Each child has an English book for recording their work. Year 5 and 6 have English concept books too.

English lessons have cross-curricular links where appropriate.

In KS1 children complete an independent writing journal twice half termly and KS2 complete an independent writing journal at least three times a half term.

Whole class reading is taught daily for half an hour in KS2 and 20 minutes a day for KS1 using the Literary Shed Plus VIPERS and comprehension resources. On Fridays, each class completes a comprehension task.

Each class has a Class Story which is read daily at the end of each day.

In KS2 Children have their own reading book and are given the opportunity for daily reading for pleasure in class as well as reading this text with an adult weekly (at least). This is recorded in their reading records and the children are encouraged to share their predictions and opinions on a text.

In KS1 children have a phonics book and a book for pleasure to share at home and in school and is changed regularly. Children are heard read in school and take home their books to share at home. Each child has a reading record to record their reading.

Each class has a read at home record sheet on display in the class reading area and each home read is recorded with a class reading reward offered each hundred home reads completed. (This is completed slightly differently in EYFS)

Each classroom has a reading area.

At Bocking, from Year 2 upwards children use Accelerated Reading for book levels and recording texts read. This is also used for base line assessments and monitoring progression and gaps in reading skills. Children’s reading is also celebrated weekly in the newsletter and classes are recognised half termly for their achievements.

Spelling is taught using No Nonsense spellings and is integrated in to English lessons as well as taught additionally throughout the week.

Handwriting is taught using Penpals across the year groups. Handwriting and Spelling is collated in a separate book. Year 5 and 6 also have a grammar book for recording work in.

Phonics is taught across KS1 and developed in to KS2 and intervention offered where needed.

**The 2014 National Curriculum states that:**

*‘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, 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.’*

These aims are embedded across our English lessons and the wider curriculum where opportunities are provided for purposeful reading, writing and discussion.

We use a wide variety of quality texts and resources to motivate and inspire our children. Each class is read to daily from a text, selected through class discussion, which will inspire the class and create excitement for reading – these books may be topic related. The text allows discussion, class unity, and the enjoyment and development of language, which in turn, inspires our children to incorporate language from these texts in their own writing.

Daily, each class takes part in a Whole Class Reading lesson whereby a rich text it selected for the children to develop comprehension skills, namely Vocabulary, Inference, Prediction, Explanation, Retrieval, Summary (KS2) and Sequencing. This is taught through VIPERS questioning and discussion. Children read with the teacher, echo, choral read and listen to others read whilst focussing on definition of vocabulary and focussed retrieval style questions. Each day a different skill is focussed on with direct questions asked and discussed in a variety of methods. Children have a whole class reading book for recording work as well as using the working wall, photos, group discussions and drama.

To ensure progression within English we follow the Jonathon Bond scheme for writing and use a cold and hot task at the beginning and end of each sequence of writing.

Curriculum linked texts are also used within teaching the writing sequence, developing the children’s awareness of the topic and promoting interest and intrigue. A teaching sequence is followed for teaching genres and incorporates relevant grammar skills to enhance writing, using the Jonathan Bond toolkit.

In KS1, children begin phonics as they enter school in September (see separate policy) This is carried in to KS2 when needed.

We also provide enrichment opportunities, through the celebration of World Book Day, entering Poetry Competitions, taking part in Reading Challenges in collaboration with the local libraries and we are beginning to develop links with authors.

All teachers ensure to plan stimulating English lessons, which incorporate ICT and collaborative learning so that children are excited and enthused in their lessons, leading to a strong motivation to write. Writing is also encouraged in foundation subjects where writing expectations match those of a standard English lesson.

We employ both in the moment and after the moment marking. Through ‘live’ marking, we can give children instant feedback about their learning in the lesson; this enables children to adjust their learning based on the feedback provided by teachers and teaching and learning assistants. See marking policy. At Bocking Church Street Primary School, we believe it is highly important to give children feedback that is rich and meaningful so that they are aware of their triumphs and those areas that they need to be focussing on, as well as providing a platform for teacher and child discussion whereby children feel confident to address misconceptions and raise any thoughts and feelings about their learning. Marking after a lesson enables teachers to use AfL and to incorporate this into their future planning as well as providing a space for children to reflect on their learning using targeted next steps. It is also promoted to share writing successes by sharing children’s work with other teaching staff, celebration assembly and shared work in class.

**Impact:**

We are creating a community of enthusiastic readers and writers who enjoy showcasing their developing English skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas with others. Children will be enthusiastic to take part in events, productions and drama. Children will be ambitious in their writing and want to engage with varied texts and genres and value the importance of reading to aid all elements of their education.

**Assessing**

* The school uses ‘The English Assessment Kit’ for periodic assessment. This is completely aligned to the school curriculum. Updated to TT which is in line with the Jonathon Bond statements.
* Teachers update their assessments termly
* Assessments are made through a combination of observation, discussion and written work
* Weekly reading comprehensions help teachers to make their judgements in this important area as well as using Cornerstones for assessment termly
* Reading age assessments are used for intervening with lower attainers and for placing children into book levels using Accelerated reader.
* An Independent writing journals each half term is used for assessing writing against the objectives for each year group. More frequently in Year 5 and 6
* Phonics is assessed on the school phonics assessment system half termly
* The phonics screen, KS1 statutory assessment and KS2 SATs provide transitional assessment

**Monitoring**

* Subject leaders create a monitoring action plan each year to ensure this policy and the school curriculum are followed and taught. They will use a range of monitoring strategies and ensure that they triangulate between these.

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| * Year 1 |  |  |  |  |  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| To infinity and beyond  (Toys, wheels, human, materials) | To infinity and beyond | Back to the future | Back to the future | Planet Earth – What a wonderful world! | Planet Earth – What a wonderful world! |
| Cumulative and repetitive stories  (focus verbal story- telling and sentence structure) | Traditional and fairy tales  Poems on a theme – Christmas | Instructions (DT link) | Stories with a familiar setting (Bocking topic link) Poems on a theme | Recounts – link to DT or Science | Non-chronological reports  Poems on the senses |

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| Year 2 |  |  |  |  |  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| This is Me | Paws, Claws and Mighty Roars | Capital Crisis | Capital Crisis | Land Ahoy! | Land Ahoy |
| Different stories by the same author -  Narrative | Persuasion  Poems on a theme (animals/Christmas) | Stories with familiar settings -  narrative | Non-chronological reports  Nonsense poetry | Instructions  Poems based on observation | Recounts - diary  Narrative |

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| Year 3 |  |  |  |  |  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Rock on! | Rock on! | Tomb Raiders | Tomb Raiders | Roaming Romans | Roaming Romans |
| Fairytales  Instructions | Non-chronological reports  Shape poetry | Adventure stories | Author study  Structured poetry | Persuasion  Explanation text (DT/Science link) | Recounts – newspaper reports  Free verse |

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| Year 4 |  |  |  |  |  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Raiders and Traders | Raiders and Traders | Let’s create a buzz | Let’s create a buzz | Rockies to Rio | Rockies to Rio |
| Portal stories Structured poetry | Recounts including newspaper report  Performance poetry | Biographies | Shakespeare study  Persuasion | Non-chronological reports  Free verse poetry | Stories in unfamiliar settings |

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| Year 5 |  |  |  |  |  |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Space Race | Space Race | WWII | WWII | Victorians | Australasia |
| Narrative – recount-diary | Free verse poetry Discussion | Film narrative – screen play/ narrative based on film clip  Structured poetry | Recount – flashback/diary newspaper reports | Persuasion Narrative poetry – the Highwayman | Stories which raise issues or dilemmas |

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| Year 6 |  |  |  |  |  |
| Ancient Greeks | Ancient Greeks | From Here to There | Climate Change | Dancing through the Decades | Dancing through the Decades |
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Non-chronological reports  Structured poetry | Recounts – newspaper reports  Free verse | Classic fiction (diary)  Extended stories | Author study  Biographies | Shakespeare study  Classic poetry | Narrative techniques |
|  |  |  |  | (Explanation texts in science) | Production  Leavers assembly |