

ENGLISH

Aims - *It is our aim to enable children to:*

- ◆ Read and write with confidence, fluency, pleasure and understanding.
- ◆ Develop a life-love of reading for pleasure.
- ◆ Use English skills to access the rest of the curriculum.
- ◆ Be able to use a wide range of texts, including e- texts, as a source of reference.
- ◆ Be able to express themselves coherently and with a range of speaking and oracy activities.
- ◆ Know, understand and be able to write in a range of genres in fiction, non-fiction and poetry.
- ◆ Produce work of a high standard with regards to presentation.

Planning

Should be in line with:

- ◆ Requirements of the 2014 NC and EYFS Curriculum.
- ◆ The Power of Reading scheme
- ◆ Appropriate level of learning.
- ◆ Equal opportunities for all pupils covering all areas of representation and diversity
- ◆ The needs of individual children and to ensure progression, differentiation and relevance.
- ◆ The school's presentation, handwriting, reading for pleasure, library and reading for pleasure policies should be followed.
- ◆ Subject Leads are to ensure that reading and writing opportunities are evident in all planning.

Reading

- ◆ Reading is paramount to our approach to learning. CRASH (Cool Readers at Springwood Heath) underpins our Reading for Pleasure approach. The Reading for Pleasure Policy should be followed.
- ◆ Each class should have one designated reading comprehension lesson per week following Nelson Comprehension, The Literacy Shed or similar.
- ◆ Each child should have one fiction and/or non-fiction book to read independently/with help as needed.
- ◆ Daily readers should be in place for those children requiring catch up
- ◆ Specific levelled reading books should be in place for KS1 and any child that requires catch up
- ◆ All classes should have time in the library
- ◆ All classes should have weekly time for independent reading
- ◆ Daily class novel should be in place. All classes should choose appropriate but often challenging books. Advice on book choice is provided.

Writing

- ◆ Each class should have one specific writing lesson per week; writing should be embedded throughout the curriculum.
- ◆ Each child should have at least one independent leveled piece of writing per half term.
- ◆ Children's writing should be assessed against the writing assessment guidelines available on the school network.
- ◆ Pieces of writing should be internally moderated at least twice a term in staff meetings.
- ◆ Teachers should take part in outside school writing moderation through S.I.L

Oracy

All children should be given opportunities to talk and listen for a range of purposes – guidance is available in a separate policy on the shared drive

Assessment

EYFS

Baseline Test – (2020) a measure to track pupils' progress during primary school.

Early Years Foundation Stage Profile as a teacher-observed, complete assessment of each individual child's development and progress in Reception.

Nursery – weekly observations for learning journeys

Ongoing assessment using Development matters tick sheet.

Class book of photographs and captions of daily class work.

Reception - Assessments are based on classroom observations

PIVATs and half-termly assessments linked into Early Years Framework – Development Matters.

Using Development Matters (ELGs), children are assessed at expected, emerging, exceeded.

Assessments are completed four times a year.

Photo Learning Journeys to show progress.

Y1-Y6

Autumn 1

- Non-verbal tests
- Independent write in class
- Independent comprehension assessment (Twinkl)

Autumn 2

- NFER tests- Reading, GPS, Maths (y,2,3,4,5&6)
- Independent write in class
- Independent comprehension assessment (Twinkl)
- Teacher Assessment – Reading, GPS and Maths
- PIVAT Teacher Assessment carried out each term.

Spring 1

- Independent write in class
- Independent comprehension assessment (Twinkl)

Spring 2

- NFER tests- Reading, GPS, Maths (y 3, 4 and 5)
- Independent write in class
- Independent comprehension assessment (Twinkl)
- PIVAT Teacher Assessment carried out each term.

Summer 1

- KS1 End of Key Stage Assessments (KS1 SATs)
- KS2 End of Key Stage Assessments (KS2SATs)
- Independent write in class
- Independent comprehension assessment (Twinkl)

Summer 2

- NFER tests- Reading, GPS, Maths (Years 1,3,4 and 5)
- Phonics Screen Check y1
- Independent write in class
- Independent comprehension assessment (Twinkl)
- PIVAT Teacher Assessment carried out each term.

Additional information

- Phonics Screening re-check y2
- KS1 SATs (plan to be discontinued 2023)
- PIVAT assessments changing to pre-key stage 2020

Moderation

SIL Reporting, Monitoring, Evaluating and Reporting document will be used.

- **Monitoring** provides useful information and evidence to assess ongoing performance; it helps to identify strengths and areas for development and leads to the planning of future actions
- **Evaluating** is about reviewing the evidence and identifying ways to bring about further improvement
- **Reporting** provides feedback on what is working well and areas that have been identified as needing further improvement

Resources

- ◆ Each class has a class library of reading books
- ◆ Main school library
- ◆ Home reading books are kept on each corridor and regularly updated.
- ◆ Dictionaries are available in each classroom
- ◆ Guided reading sets of books are kept on shelves along the KS2 and Infant corridors.
- ◆ Individual reading books from schemes are kept on each corridor- many are levelled appropriately to meet the needs of individual children
- ◆ SEN resources are kept in classrooms or in shared areas.
- ◆ Teachers' resources are kept centrally on each corridor and in the conference room
- ◆ Spell Checkers are kept in cupboards on KS2 corridor or in classrooms
- ◆ Talk Tins are kept in cupboards in KS2 corridor

Online resources include:

- Power of Reading
- Classroom Secrets
- Espresso
- The Literacy Shed
- Twinkl
- Ninja Vocabulary
- Busy Things
- The Literacy Trust
- Love Reading 4 Kids
- Busy Things
- Purple Mash

Interventions

Children are identified as needing additional help in English through class data – results of assessments and TA- small and specific intervention groups are then put in place in each class on a half termly basis and monitored for effect.

March 2021