



English Intent

At Neville's Cross, English and the teaching of English is embedded throughout our curriculum. English at Neville's Cross is not just a stand-alone lesson and instead we view it as a vital part of our children's whole development; we provide our children with many exciting, enjoyable opportunities and experiences, to develop their English skills throughout all subject areas. Our curriculum is designed to ensure that all of our children will be able to confidently communicate their knowledge, ideas and emotions through their reading, writing and language. We place great importance on providing our children with a variety of high quality texts, which will inspire them to develop as life-long readers, writers and linguists. Our texts are carefully chosen by staff to be progressive, varied and engaging so children are regularly exposed to a variety of authors, genres and styles, to broaden their wider vocabulary and interests. Texts are often linked to class projects for continuity of learning and children explore and analyse their texts in whole class reading skills and writing lessons as well as enjoying the simple pleasures of listening to their teachers read them their 'class novel' every day. We believe that reading is a key tool for life and teaching our children to become articulate readers is absolutely integral to what we do at Neville's Cross, ensuring that they possess the essential skills and enthusiasm to learn for the rest of their lives. We begin this in our Early Years Foundation Stage by teaching children the key skills in blending and segmenting through teaching daily phonics sessions, using the systematic 'Letters and Sounds' scheme alongside encouraging our children to read for enjoyment in our inviting classroom reading areas. We ensure that our children develop a secure knowledge base in English and set important foundations for spelling and grammar, following a clear pathway of progression from Nursery to Year 6, using the 2014 National Curriculum. We nurture a culture in which children can take pride in their writing, can write clearly and accurately and adapt their language and style for a range of contexts. We place high standards on presentation and we follow the 'Penpals' scheme for handwriting to ensure that children develop a clear and consistent cursive script, preparing them for their secondary education. We value the importance of this alongside their basic skills and children are encouraged to check their 'non-negotiables' in every piece of work that they complete, regardless of the subject area. We view writing as a creative process rather than as an end result and we ensure that our children at Neville's Cross can refine and edit their writing over time, developing their independence and resilience to improve their own work. We recognise every child as an individual and we do not place ceilings on what they can achieve in English; we ensure that every child is supported to make progress along their school journey with us and we always celebrate their successes.

Our Aims:

- To develop in our pupils the ability to communicate effectively in speech and writing.
- To listen with understanding.
- To enable our children to become fluent and responsive readers.
- To develop a lifelong love of reading and writing.
- To ensure that children have access to a broad, balanced and creative literacy curriculum.

To develop our pupils as speakers and listeners we:

- Give them opportunities to express their ideas to a range of audiences.
- Give them opportunities to take part in group discussion and drama activities.
- Encourage them to listen and respond appropriately to others.
- Help them to understand the need to adapt their speech to different situations.
- Give them opportunities to evaluate and reflect on their own speech.
- Encourage them to use the vocabulary and grammar of standard English whenever appropriate.

To develop our pupils as writers we:

- Teach them to write effectively for a range of purposes and a range of reasons, adapting their vocabulary and style as appropriate.
- Encourage them to write with interest, commitment and enjoyment.
- Show them how to write in a variety of forms such as stories, poems, reports and letters.
- Show them how to evaluate and edit in order to improve their own writing.
- Show them how to use punctuation to make meaning clear to their reader.
- Give them the knowledge and the strategies to become confident and accurate spellers.
- Teach them a fluent and legible style of handwriting, promoting an understanding of how to present work appropriately.



Curriculum Organisation

Foundation Stage

In the Foundation Stage (Nursery and Reception) the skills of listening, attention, understanding and speaking are encompassed in the prime area of Communication and Language and are fundamental to allow children to be successful in all other learning. Children at Neville's Cross have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. Children receive daily discrete Phonics lessons following the 'Letters and Sounds' programme of study (refer to our Phonics policy for more information). When children are ready, they will receive a 'Bug Club' book to access at home (within their book band) to read with an adult. We recommend that children are read to/with every day for at least 10 minutes. We support this by reading with children on an individual basis at least once a week. Regular story times develop a love for books and storytelling.

Key Stage 1

In Key Stage 1, daily discrete phonics lessons continue and are taught in ability groups, while children have daily mixed ability English lessons with an emphasis on quality, 'real' texts. Children receive discrete grammar and spelling skills lessons and these are embedded within English lessons. Children take part in both guided and individual reading sessions and an adult in school reads with each child with at least once a week. Children have regular 'class novel' times to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and targeted teaching groups.

Key Stage 2

In Key Stage 2, children have daily English lessons. Spelling and Grammar skills are taught both discretely and embedded within English lessons. Additional English sessions include reading, spelling practice (refer to our Spelling Policy), grammar, handwriting (refer to our Handwriting Policy) and daily reading aloud of class novel. English skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; intervention programmes TA aids and differentiated class teaching.

In Key Stage 1 and 2 reading and writing skills are enhanced in our cross-curricular activities. Teachers provide activities which are interesting and motivating and provide the best context for increasing children's knowledge about the English language. We plan literacy sessions flexibly and ensure that the appropriate balance of whole class, group and individual teaching is retained. We make clear to children the qualities and success criteria we are looking for in their work.

Our Approaches

Approaches to phonics

We use the Letters and Sounds programme to deliver daily discrete phonics lessons across EYFS and KS1. Please refer to our phonics policy for more information.

Approaches to handwriting

We teach handwriting according to the 'Penpals' scheme. Pupils learn the letters of the alphabet in families, according to letter formation. Teachers focus on the correct formation of letters and pupils are encouraged to use exit strokes before learning to join up their writing, always ensuring they can use ascenders and descenders correctly. Please refer to our handwriting policy for more information.

Approaches to reading

Teachers model reading strategies during shared whole class reading sessions, whilst children have the opportunity to develop their fluency during individual reading time (in KS1 and 2 assembly times). From Foundation Stage up to Year 6, children have the opportunity to read 1:1 with an adult regularly (at least once per week). Please refer to our reading policy for more information.

Approaches to writing

We aim to develop the children's ability to produce well structured, 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.



Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2014). Staff plan and deliver their writing lessons based on a range of different context writing tasks are based on a text. At Neville's Cross Primary School, children have the opportunity to 'explore high quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing'. The teaching of this programme is flexible and class teachers apply their own creativity to cover the objectives stated in the National Curriculum.

Teachers model writing skills and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals. Children have opportunities to write at length in extended independent writing sessions at the end of a unit; applying their taught skills to an unsupported piece of writing.

Approaches to grammar and punctuation

The teaching of grammar and spelling is in line with the requirements of The National Curriculum (2014). Our expectations are outlined in our long term planning documents, which outline the expectations for the teaching of grammar, and the terminology (from the NC glossary) which must be used by each year group. This offers a guide for identifying the key objectives and skills which must be taught each year. Grammar is timetabled to be taught discretely for at least one 1 hour session a week in KS2. In KS1 specific sessions each week are dedicated to the teaching of grammar. Of course, grammar skills are also embedded within English lessons where appropriate. In Nursery and Reception, children are introduced to the basic principles of grammar and punctuation appropriate for their age range. They learn through a wide range of activities such as: singing rhymes, conversations with adults, stories, interactive educational programmes, phonics, reading and writing.

To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils are able to concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's creativity. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words. As a school, we follow the Twinkl spelling programme (See Spelling Policy for further detail).

Approaches to speaking and listening

We recognise the importance of spoken language in pupils' development across the whole curriculum; 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 include: talk partners, storytelling, roleplay and debating within lessons across the curriculum, class assemblies, School Council representatives, school productions and class assemblies. The National Curriculum states:

'All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.' (pages 3, 4 and 7, 2013) *All of these speaking and listening skills are taught in Literacy, across the curriculum and during extra-curricular activities too.;*

Children who require extra support in speaking and listening are referred to a Speech and Language therapist to further assess their needs. We recognise the need for all pupils to speak, read and write standard English fluently and accurately, while acknowledging that a pupil's own dialect or other language is of prime importance. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language

Progression

Please refer to our specific progression documents for English to see details of the content and skills taught from Nursery to Year 6.

Assessment

EYFS

Children in the Foundation Stage have their attainment on entry assessed by observations and their progress is tracked and monitored through the use of Early Years Outcomes throughout Nursery and Reception. The Foundation Stage profile will indicate if children are reaching expected levels by the end of Reception and will be used in transition into Key Stage 1.



Key Stage 1 and 2 assessment

Teachers use formative and summative assessment to assess children in English in Key Stage 1 and 2. The formative assessments that teachers make as part of every lesson helps teachers to adjust their daily plans. Teachers match these short-term assessments closely to the teaching objectives.

Teachers use formative and summative assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These assessments are also used to evaluate progress against school and national targets. Writing is assessed against a personalised success criteria created by the class teacher; tailored to that particular genre.

Children undertake the national reading, writing and GPS assessments at the end of Year Two and Year Six.

Each term, children will take part in an assessment week where children's writing from the previous term will be scrutinised against the Durham grids. We moderate this as a staff team to ensure consistency.

Marking

Marking in English is in accordance with the school's Marking Policy. Marking guidance is stuck in the front of every English book at the start of the year. Please refer to our school's marking policy for more detail.

Equality and SEND:

- All children are given access to a broad and balanced English curriculum regardless of gender, ability, race or religion.
- Provision will be made for individual needs in I.E.P's.
- Equal opportunities are provided for boys and girls, also for children with special needs, those who are talented or gifted and children from different cultural backgrounds.
- Children with English as an additional language (E.A.L.) will be given access to additional resources and teaching to support their learning and to ensure they make maximum progress from their individual starting points.
- A feeling of self-worth will be engendered throughout the activities.

Children with special needs will be identified and work within their individual level. If needed, they will have a support plan and work with support under the direction of the class teacher. A range of literacy intervention programs run throughout Key Stage 1 and 2 for those who need extra help.