

Subject Key Summary Points

Subject	English
Overall Curriculum	<p>AnDaras has used the latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capability mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</p> <p>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 in particular, 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. All the skills of language are essential to participating fully as a member of society. Children should also apply their writing and reading knowledge across the wider curriculum – for example, in science, history, geography and other subjects.</p>
Pedagogy	<p>The overarching aim for English in the National Curriculum 14 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. The national curriculum for English aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ✓ read easily, fluently and with good understanding ✓ develop the habit of reading widely and often, for both pleasure and information ✓ acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language ✓ appreciate our rich and varied literary heritage ✓ write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences ✓ 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 <p>The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils’ understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich learning experiences to deepen their understanding of concepts. Those who are not sufficiently confident with earlier material should consolidate their understanding, including through additional practice, before moving on. Our pedagogy is that children should be fluent readers, writers and speakers, and apply these skills across a range of situations and contexts. This begins in the EYFS as we believe that early acquisition of phonics leads to greater success as pupils move through the school.</p> <p>Wisdom</p>

Children's wisdom is developed in the following ways:

- Taking part in debates linked to the themes and concepts studied.
- Using class discussions to explore story themes.
- Through learning how to make contributions to discussion in class about the genre, themes, grammar, author choices during guided reading sessions, justifying opinions.
- Teaching focuses on enabling children to apply their grammar learning in writing activities.
- Making connections between texts read, author's studied, genres – using prior learning to make and secure these links.

Knowledge

Children's knowledge is built through:

- Exploring a range of reading from a range of authors and genres.
- Establishing an understanding of the key grammar and punctuation used in various genres.
- Learning to spell accurately key vocabulary.
- Learning to write with joined, legible handwriting.
- Apply the underpinning learning in independent writing.

Capabilities

We place an emphasis on becoming a fluent reader as early as possible and then developing a love of reading through exploring a range of authors and genres. We give children the opportunities to write daily and at length in a range of styles. A variety of teaching approaches are used:

- Teacher presentations, story-telling, drama, role play, guest speakers
- Quizzes
- Discussions and debates
- Individual and group activities
- Pupils make use of the skills they have learnt to become effective writers and make links to previous learning.

Support and scaffolding is provided in all English lessons and is done in various ways, such as:

- setting challenging age-related tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understanding;
- small, differentiated target steps for all children to move through at a pace that suits their needs;
- timely support and intervention; systematically and effectively checking pupils' understanding throughout lessons;
- ensuring that marking and constructive feedback is personal, frequent and of a consistently high quality - enabling pupils to understand how to improve and develop their work - with planned in time for children to respond to feedback;

<p>Assessment</p>	<p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. This is mainly achieved through mini-plenaries, questioning, marking, T.A feedback and pupil self-assessment.</p> <p>Formative Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning, and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils' progress for final summative assessments. It is the responsibility of the class teacher to assess all pupils in their class, this will be triangulated with marking, TA feedback and pupil self-assessment. Any misconceptions are addressed with immediacy and the impact of targeted teaching reviewed.</p> <p>Summative It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the NC criteria and recorded annually on iTrack. Pupils produce an outcome to demonstrate their unit learning.</p> <p>Reading is assessed through Read Write Inc assessments every 6 weeks, ongoing guided reading formative assessments and summative reading tests every term.</p> <p>Spelling and grammar are assessed formatively throughout each term and through summative assessments at the end of each term. During our daily grammar, we incorporate assessment opportunities to check learning is not too easy/not too hard.</p> <p>Writing is assessed at the end of each writing unit (every 3 weeks) and the end of each term. Throughout the year, teachers will formally assess writing on EGG sheets to support final judgements.</p> <p>Speaking and listening skills are assessed formatively throughout the year and at the end of every term.</p> <p>Assessment is used to guide planning, intervention and classroom support.</p>
<p>Culture</p>	<p>English is an important contributor to the Trust ambition to develop the whole child through the acquisition of wisdom, Knowledge, and skills.</p> <p>Speaking and listening provide the foundation for further language development. A pupil's spoken language reflects the local culture and heritage of the individual and is therefore crucial to his or her identity and should be valued and built upon. Reading is one of the most powerful tools of learning both in and out of school. Reading provides opportunities for pupils to gain both understanding and pleasure from a range of texts. Confidence and competence in the use of the written word is essential to the communication of meaning. A pupil's ability to write effectively affects performance in all areas of learning and living and is very much a developmental process. We value and encourage</p>

	<p>children as they move through the developmental stages of learning to spell, but we also recognise the importance of mastering and using accurately conventional spelling in order to convey meaning clearly in writing. Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, legible style of writing.</p> <p>Enrichment is planned for through RE, history, geography, science etc.</p>
<p>Systems</p>	<p>The school follows the National Curriculum (2014). Class teachers use Literacy Tree resource to plan for the teaching of English. This lists the specific learning objectives (including reading, writing, grammar and spoken language) and expected outcomes for each lesson, and gives details of how the lessons are to be taught. Teachers create long-term yearly progression maps for reading and writing (including grammar) to ensure that children experience a range of genres, coverage of objectives and progression of skill across the school. These long-term plans are guided by teacher assessment. For reading we also use the Literacy Leaf resource to support whole class guided reading. Reading and Spelling is also taught through the phonics scheme, Read Write Inc, this programme is implemented from Early Years. Once children have progressed from RWI they move on to Accelerated Reading – a programme that tracks and assesses pupils progress in reading.</p> <p>Our systems ensure pupils experience a detailed and carefully sequenced curriculum and within that regular, planned rehearsal and practice in order to ensure that they securely grasp the concepts taught. The aim is for our pupils to become ‘fluent’ readers and competent and creative writers.</p>
<p>Policy</p>	<p>https://www.lewtrenchard.devon.sch.uk/web/curriculum_1/656665</p>

Perceptions	<p>The monitoring of the standards of children’s work and the quality of learning and teaching English is the shared responsibility of the S.L.T and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of English in the school. Monitoring shows the following of systems are strong and teachers are trying to strike a balance between teaching and applying skills. The areas to work on are assessment and early identification of children working below age-related expectations, to ensure we are supporting all children to make good progress in English through appropriate adaptations and interventions.</p> <p>Ofsted July 2023:</p> <p>Children develop a love of words and reading in the early years. Teachers read to children daily. Children listen to classic stories and nursery rhymes brought alive through skilled storytelling. Pupils talk positively about the range of books they listen to in class. They learn to use expression in their reading from following the example of adults. Teachers use well-crafted activities to encourage children to listen and concentrate. Consequently, children are focused and excited to learn. Teachers know pupils well. As a result, they offer appropriate support to ensure pupils do not fall behind with their reading. Books are well matched to pupils’ ability.</p> <p>This helps pupils to enjoy the books they read. Pupils read books that help them to understand different cultures and backgrounds.</p>
--------------------	--