



SPRINGFIELD COMMUNITY PRIMARY SCHOOL

ENGLISH POLICY

School Vision

“Springfield is a caring, supportive, and innovative school where everyone is recognised and appreciated as an individual. The golden thread running through our vision is the mental health and wellbeing of our school community. By creating a safe, supportive, and relational environment for all, we enable our children to be ambitious and to reach their full potential, so that they can take their place in their community and in the wider world.”

Subject vision

At Springfield, we believe that children learn best from quality, varied and diverse literature. Our English curriculum is designed to empower children with a love of reading, a passion for writing and the confidence to share and perform. This curriculum will be inclusive, removing barriers to learning and enabling all learners to enjoy reading and writing.

Rationale

As our school context shows, our children come into Springfield at a very low level, with poor vocabulary, speaking and listening skills. We find that most of our children come into school without being exposed to books and without the modelling of varied vocabulary. In KS2, we continue to fill gaps in learning that follow our children through school. We find that our reading ages are below expected for most children and that children find reading to be a chore. This curriculum aims to reignite a passion for stories and listening to quality novels that the children may not have heard of before. Not only that, but introducing different ways of storytelling, incorporating key speaking and listening skills. Children with an additional need/EAL, are exposed to different forms of learning and showing their understanding for example, picture books without words are used or a visual of a story is used to support and remove some barriers these children are experiencing. Through literature, children are able to explore key themes and issues such as the role of press, mental health, inequalities in different walks of life and significant world events, such as war or immigration. Our curriculum also aims to make connections to other parts of the curriculum so that children have something to hook on to and build upon other learning. We strive to make links to the wider curriculum within our literature, wherever possible and have an extensive library of books that allow children to explore their learning fully. We know that our children struggle to make inferences and so our curriculum based around reading and short writing opportunities allows children and teachers the time to really build crucial skills to be able to fully understand a text. As said previously, vocabulary is a stumbling block for our children and because of this, our curriculum embraces the use of time to explore new words and phrases. We often use texts that are accessible in English lessons and expose children to more challenging texts as part of whole class reading. This is because, children who can access a text are more equipped to build skills for reading and writing. They have an understanding of what is being read and therefore can develop enjoyment and love for that particular text rather than being put off by a text that is inaccessible although ambitious. The cultural capital opportunities are vast. Each year group explores different texts that children have not heard or seen before. This creates curiosity, an excitement to know more and we find our children want to soak up everything relating to the text and want to know more.

Aims of our KS2 English Curriculum:

- Children are taught to speak confidently and clearly with consideration to Standard English.
- Children are taught reading and writing skills and be confident in these so that they are prepared for the future.
- Children are enveloped in rich and diverse literature.
- Children have a love of reading and writing through engaging and interactive learning opportunities.
- Children acquire a wide vocabulary.
- Children write legibly and with stamina.
- Children can identify the audience and purpose for a piece of writing.
- Children can write for purpose.
- Children can access tools to support their own learning, including the use of ICT software.
- Children can work collaboratively with others.
- Children can share ideas and demonstrate understanding in different ways, such as illustrative, spoken or written.
- Children learn about key figures in British literature and the impact of these people.
- Children are exposed to a variety of text types including information text to widen their horizons.
- Children are confident speakers in both exploratory and presentational talk.

Implementation of Policy

Our curriculum is well sequenced and progressive; taking into account our school context and the impact of COVID-19 partial closures, which continues to have significant impact on the development of our children, predominantly in KS2, the subject leader has worked alongside the staff team to ensure children are able to develop and embed key skills within English, particularly building on the foundation skills for reading (phonics) and writing. Following extensive research, the subject leader has implemented key agreed principles to support staff in delivering a consistent curriculum. This includes expectations for Guided Reading, English Grammar, Punctuation and Spelling as well as Handwriting and Vocabulary. Using the National Curriculum document, a provision map detailing the objectives and skills being covered has been created. Through adaptive teaching, teachers are able to adapt to either challenge and stretch more able children or support those with EAL or SEND needs within their cohort. Links to other subject areas have been made where possible, this allows children to ‘master’ skills by using them in other contexts. Again, for our children, it is crucial that they revisit and overlearn key information and skills to make connections and allow these to transfer into the long-term memory.

At Springfield Community Primary School, we believe a high quality English lesson should:

- Be planned using The Literacy Shed units.
- Engage children in quality texts that they can relate to.
- Varied and interactive activities are taught with clear outcomes.
- Neuro-affirming and accessible.
- Have an explicit objective and success criteria to ensure that children are supported in making progress in every lesson.
- A front cover is used at the start of a unit so that clear progression within a unit can be seen.
- Barriers to learning are removed and learning is captured using Seesaw illustrations, or short written pieces.
- When using illustrations as evidence, teachers will provide a large label for children to use or can be completed on paper, scan and upload to Seesaw.
- A label with the date, learning objective and success criteria is on each piece of work.
- The LO and SC is shared with children.
- High quality writing will be modelled to the children with teachers using different colours to highlight key features or vocabulary.
- High expectations for handwriting and presentation are set - within the child’s ability and in consideration of their needs.

- A formative assessment grid used to track progress within a lesson. This allows timely intervention within a lesson.
- Guided Writing Groups are in place. This is for writing activities that are not independent.
- Have all staff members modelling standard English and repeating sentences back to children correctly where they have made a grammatical error.
- Expose children to a wide range of vocabulary, creating a culture where children love language.
- Fast feedback ensures timely intervention for children not yet meeting the objective.
- Fast feedback ensures progress within lesson, providing challenges for children who have met the objective.

At Springfield Community Primary School, we believe a high quality KS1 Phonics and Reading lesson should be:

- Based on FFT Shared Read planning to ensure fidelity in Phonics.
- Ensure every child has a Phonics Journal where learning can be recorded.
- There is evidence of timetabled sessions which are dated to show progression of sessions.
- Evidence discussion-based sessions using Seesaw.
- Ensure QR codes of the videos are printed each week and stuck into Phonics Journals.
- Phonics journals are to be marked in line with the Feedback and Marking Policy.
- Use formative assessment grids used to track progress.

At Springfield Community Primary School, we believe a high quality KS2 Reading Hour should:

- Be based on Literacy Shed Comprehension Plus.
- Ensure every child has a Reading Hour exercise book.
- There is evidence of timetabled sessions which are dated to show progression of sessions.
- Every group will read with an adult at least once a week - excluding theme and assessment weeks.
- Group children following assessments, both formal and teacher informed.
- Evidence discussion-based sessions using Seesaw.
- Ensure QR codes of the videos are printed each week and stuck into Reading Hour exercise books.
- Reading Hour exercise book are to be marked in line with the Feedback and Marking Policy.
- Differentiate for Year 6 who will use an alternative approach from Spring 2 as part of a revision programme for SATs.
- Use formative assessment grids used to track progress.

Progression

The subject leader has created a provision map ensuring progression within the curriculum alongside National Curriculum statutory requirements. Teachers use the Literacy Shed Plus units to plan for progression, referring to Lancashire KLIPs when necessary. Writing statements are completed across school, termly allowing children to look back on previous year groups to identify gaps and differentiate appropriately. In addition to this, termly formal assessments take place in Reading and EGPS as well as formal writing assessments throughout the year in a presentation book that is passed onto the next year group; allowing teachers to look back.

ICT

At Springfield, we use ICT throughout our curriculum. Teachers use interactive whiteboards to present learning in different ways, such as sharing audio and video clips, PPTs, images and websites to aid learning, such as Word Hippo. Children have access to ChromeBooks, laptops and iPads to aid their learning, whether this is to remove barriers or to enhance their writing. Additionally, children have daily access to computers/laptops to complete reading quizzes on Accelerated Reading and at least twice a week to complete Lexia lessons. Teachers also use iPads, specifically the app 'Seesaw,' to capture learning that is mostly verbal.

Monitoring

A clear monitoring assessment cycle is published and shared with all staff. The purpose of monitoring is to support staff in delivering consistent, high quality English lessons within the expectations set out in this policy and the Agreed Principles. Monitoring is also designed to ensure all pupils are receiving a high quality and equal learning experience at Springfield CPS. Forms of monitoring include book looks, pupil interviews, staff questionnaires, moderation and learning walks. Constructive feedback will be provided to staff in a timely manner. Support from SL will be offered to ensure any points of improvement are addressed.

The Role of the English Subject Leader

The role of the Subject Leader is to ensure a high-quality English curriculum is in place which is tailored to our school cohort. The Subject will undertake the following responsibilities:

- Create the progression map to ensure curriculum coverage.
- Create an action plan to move the subject forward.
- Share Agreed Principles and Policy with staff ensuring that all educators in school are ‘in the know.’
- Partake in academic reading to ensure that the curriculum is current and meets statutory requirements.
- Disseminate all updates relating to the subject to staff.
- Monitor the learning and teaching taking place and act accordingly.
- Support staff in delivering content.
- Plan and book relevant training for staff members.
- Report to Governors.
- Conduct data analysis.
- Research, order and audit resources.
- Facilitate the moderation of learning across school.

Resources

A Literacy Shed Plus subscription has been purchased providing staff with a platform of planning around quality texts. This is renewed annually. All staff have access. For updated login information, the SL is the admin for this. Books linked to LTP were ordered and are kept in the school library. If a new text is required, teachers can order this through the school bursar, whilst also alerting the SL to the change.

A Lexia subscription is in place to support children in developing their reading skills, this is available for children in Years 1-6. This subscription also allows for teachers to plan specific interventions linked to children’s gaps.

Each class has at least two iPads to capture learning on Seesaw. The maintenance of these, including updates, are the responsibility of the teacher. If additional support is required, Phil Harris is available twice a week as IT support.

Springfield has purchased ‘Renaissance Learning’ to help to accelerate the Reading progress in our school. From year 2 upwards all pupils with a reading age over 6 years are registered on our Accelerated Reader scheme, where pupils are given a number range (ZPD) based on their reading and comprehension abilities. Each pupil then chooses a book within their ZPD from our well stocked library to read. They then complete an online quiz on the book, to assess their comprehension and receive immediate feedback. Students respond to regular feedback and are motivated to make progress. All pupils have their own log in and will have the opportunity to complete the quiz daily - quizzes should be taken within 24hours of finishing the book.

To support children with vocabulary, school has subscribed to widget.com which is online software that inputs symbols to typed text. This is available to all staff members to create resources. Alongside this, WellComm has been purchased as a bespoke intervention programme for children identified as SEND, EAL and those with a reading age one year below. The Word Aware book is also available for staff to access, in the SLT office. The disk has been uploaded to the server for all staff to access additional resources.

All staff and pupils to focus on their handwriting and presentation in all books, following the letter-join scheme bought in. Displays in classes and around school will use this font also alongside neuro-affirming fonts such as open dyslexia and KG Primary Penmanship. The letter-join website is available to all staff to offer support during handwriting lessons and to provide resources. When class teachers believe a pupil's handwriting is of a high standard they can be sent to the subject leader with their evidence, which will include cross curricular books to assess whether they are ready for a pen.

Display materials are always available for teachers to access. This is kept in the reprographics room. Should staff require extras, they should speak with the SL. Lined flipchart paper is also available to model presentation expectations, this is replenished so that it is always available. Teacher flipchart pens, in all colours, are available from the stationery stock. Marking stamps are available and teachers can speak with SL to order in.

Equal Opportunities Inc. Special Needs

All pupils have equal access to all areas of the English curriculum. A broad and balanced English curriculum is the entitlement of all our pupils, regardless of ethnic origin, gender, class, attitude or disability. Our aim is to support children with barriers and challenge the more able pupils so that all may reach their potential.

Adaptive Teaching is planned into lessons to develop pupil's ability regardless of their level. This may be in the form of scaffolding through teachers or through tools such as a talking tile. Pupils also have access to the learning toolkits where they or the teacher can choose the resources to be used. Intervention programmes are available for those children who would benefit from them. Those children who are on the SEN register and have POPs are supported and taught per individual need.

Developing Spiritual, Moral, Social and Cultural Education within English

The English curriculum is an area that encapsulates elements of SMSC, as children are encouraged to listen and talk to each other. Through exploring a variety of different texts the children will learn an awareness of treating all as equals; accepting people who are different because of physical and learning difficulties. They will as part of their continuing studies experience:

- How to agree and disagree.
- Good role models.
- Take turns and share equipment.
- Work co-operatively and collaboratively.
- Work together in different groupings and situations.
- Show appreciation of the performances of other children regardless of ability.
- Meet people from different cultures and countries.
- Participate in a variety of different educational visits.
- Participate in live performances.
- Study literature and art from different cultures supported by visits from writers and artists and participating in workshops.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff, and parents.

Policy written by: Stefanie Staples

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