



Hebden Royd C.E. (VA) Primary &
Nursery School

English Curriculum Policy 2022

Reading

Intent

Reading is at the core of the curriculum at Hebden Royd. We are dedicated to enabling our pupils to become lifelong readers and we believe reading is key for academic success and progress in a number of curriculum areas, therefore we provide our pupils with the skills and confidence to deal with printed language critically. We aim to provide children with experiences that will lead to rich language development so that at the end of their primary education with us, they are empowered with a breadth of vocabulary that they can build on in their future prospects.

Implementation

We hold reading for pleasure at the heart of everything we do so pupils develop a real love and thirst for reading a range of genres. At Hebden Royd we have a vibrant library for our Key Stage children that not only invites in reluctant readers but provides children with a wide range of texts to choose from. We resource the library based on children's interests so that there are texts suitable for all readers. In EYFS and Key Stage 1 each classroom has a selection of books which are directly linked to the class topic. This offers opportunities for pupils to apply their reading skills across the curriculum.

We explicitly teach children the skills necessary to become a fluent reader as well as actively encouraging children to understand the deeper meaning of texts. At Hebden Royd, we also take a text-based approach to our English lessons to provide our pupils with more reading practice and reading comprehension opportunities which are directly linked to their topic and written work.

Impact

By the time children leave Hebden Royd, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. They can also read books to enhance their knowledge and understanding of all subjects in the curriculum and communicate their research to a wider audience.

Reading Cultural Capital

At Hebden Royd, we take every opportunity possible to enhance the cultural capital of our learners and equip them with the knowledge and experiences needed for society. One way in which we promote cultural capital via reading is by providing and exposing our children to a range of texts, from different genres, that have been written by authors from a wide range of backgrounds. In EYFS and Key Stage 1 we spend time looking and learning about authors of the books we read in English lessons and in Key Stage 2 the children are exposed to a broad-spectrum of authors and writing styles through our 'Take One Book' planning at the end of each term - this focuses on the 'reading for pleasure' element of the curriculum meeting reading objectives centred around variety of genre - this ensures that when the children leave Hebden Royd, they have a breadth of knowledge and understanding about famous authors and literature. In the future, they can then build on this and engage with high culture literature.

We also take pride in our vocab rich environment that runs through school from Nursery to Year 6. Our pupils are constantly surrounded by and encouraged to use adventurous vocabulary and age-appropriate grammatical structures to enhance their understanding of authorial impact and to be able to apply this to their written work and work across the breadth of the primary curriculum.

Writing

Intent

Writing is a crucial part of our curriculum at Hebden Royd. By the end of Year Six we intend our children to have developed a love of writing and to be able to express their thoughts and ideas clearly and creatively through the written word. We also intend to create writers who can re-read, edit and improve their own writing, and enable pupils to be able to confidently use the essential skills of grammar, punctuation and spelling.

In English lessons, children are exposed to inspiring and challenging texts to build on reading skills and provide an understanding of the features of each genre thus providing opportunities for EVERYONE to be a writer. We want children to love reading and enjoy writing. We want them to express themselves, be creative and expand their imagination through a broad range of stimulus including carefully chosen books, extracts, poems, films and experiences.

Implementation

In order to help us to develop confident, enthusiastic writers who can express themselves in a variety of different styles and across a variety of contexts, our teaching of writing is often cross-curricular and linked to our class topics. This provides our children with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts.

Spelling is taught daily in Key Stage 1, in Phonics lessons, and weekly in Key Stage 2. Children who need additional support with spelling receive a variety of interventions (including Spelling Zappers) which are tailored to address their gaps.

Impact

Pupils will make good progress from their own personal starting points. By the end of Year Six they will be able to write clearly and accurately and adapt their language and style in and for a range of contexts, purposes and audiences. Our pupils will acquire a wide vocabulary and have a strong command of the written word. Most importantly, they will develop a love of writing and be well equipped for the rest of their education.

Social, Moral, Spiritual and Cultural

English contributes to our children' SMSC development through:

- Developing confidence and expertise in language, which is an important aspect of individual and social identity.
- Enabling children to understand and engage with the feelings and values embodied in high quality poetry, fiction, drama, film and television.
- Developing children's awareness of moral and social issues in fiction, journalism, magazines, radio, television and film.
- Helping children to understand how language changes over time, the influences on spoken and written language and social attitudes to the use of language.
- Using lesson activities such as discussion and conscience alley to explore dilemmas and moral stories.
- Using Debate to broaden perspective, evoke empathy, carve personal opinion, learning to join together with others who hold similar views and the value to democracy.

Statutory Requirements

Statutory requirements for the teaching and learning of English are laid out in the Programmes of Study of the National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Foundation Stage (2021).

Expectations

By the end of the foundation stage, we expect most of our children to have achieved the Early Learning Goals.

By the end of key stage 1, the performance of the great majority of pupils should be in the range of 'working at' age related expectations with some achieving 'greater depth'

By the end of key stage 2, the performance of the great majority of pupils should be in the range of 'working at' age related expectations with some achieving 'greater depth'

Governing Body

Reports are made to the governors on the progress of English throughout the school.

Subject Organisation

The English Curriculum is delivered using the National Curriculum 2014. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment, not age.

Communication and Language and Literacy are an integral part of teaching and learning in the foundation stage class, following EYFS documentation.

In Key Stages 1 and 2 English is delivered via 5 sessions each week covering a combination of spoken language, SPAG, reading and writing. Children in Key Stage 1 also have a daily phonics session.

During English lessons pupils work in a variety of groupings dependent upon the nature of the activity. These include whole class, group, paired work and individual work.

Use of ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate.

Spoken Language

The ability to speak and listen is fundamental to children's language and social development. It is an essential tool for all areas of the curriculum, as talk underpins learning and thinking. It is vital that its significance is recognised by pupils, parents and school staff. Pupils need to be provided with many and varied contexts for talk, but they also need direct teaching in the skills of speaking and listening.

The foundation stage children follow a curriculum based on Development Matters, working towards the achievement of Early Learning Goals in Communication and Language.

Children in our school are given opportunities to develop speaking and listening skills in lessons, in informal and social situations, and in assemblies and performances. Opportunities are planned to develop children of all abilities and stages of development, with extended opportunities such as preparing pieces for public speaking, as well as support for those who need it.

Spelling, Punctuation and Grammar

To support the pupils in the complex skill of learning to read and write we use phonics systems for developing knowledge and understanding of how words are built. In EYFS and Key Stage 1 the pupils follow the Essential Letters and Sounds phonics programme.

At the end of Year 1 all children do the National Phonics Screening Check.

We teach spelling through the Essential Letters and Sounds phonics programme in the Foundation Stage and Key Stage 1.

In key stage 2 we follow the statutory spelling guidance from the National Curriculum 2014 and we use Spelling Zappers in Lower Key Stage 2, and in Upper Key Stage, where appropriate. Spellings are sent home at the discretion of the class teachers.

In line with National Curriculum 2014 children in Key Stage 2 have specific targeted grammar and punctuation lessons where skills are taught and practised.

Handwriting

Pupils develop fluent lines of correctly orientated letters from an early age. Handwriting begins in EYFS with mark- making and all pupils are given access to a wide range of pencils, pens, felt tips and crayons with which to hone their fine motor skills.

We follow National Curriculum guidelines using a variety of schemes and methods. Pupils are taught and are encouraged to use cursive writing, where appropriate. Cursive letter formation is consistent in all classes.

Inclusion

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Higher ability children will be identified and suitable learning challenges provided.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Parental Involvement

Parents are encouraged to support their own child's learning through;

- reading to and with them at home
- demonstrating good reading practise, e.g., visiting library, reading newspapers
- demonstrating writing
- valuing their child's writing
- encouraging conversation

The home-school reading record, in EYFS and KS1, is a valuable link.

Review Framework

This policy will be reviewed every 3 years (or sooner in the event of revised legislation or guidance).