### English Curriculum Policy

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<tr>
<th>Member of staff responsible</th>
<th>English Subject Leadership Group</th>
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<td>Sub-Committee responsible</td>
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<tr>
<td>Date agreed with staff</td>
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<td>Date discussed with pupils</td>
<td>Feedback Marking Policy shared with children during lessons. All children aware of feedback that they could/will receive in their learning.</td>
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<td>Frequency of policy review</td>
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<td>Date next review due</td>
<td>November 2021</td>
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### Document Version Control

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<thead>
<tr>
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<td>Amended Handwriting procedures Amended vision, including the addition of the Intent, Impact and Implementation</td>
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Our school curriculum aims to excite and inspire learners. Through the National Curriculum, year group teachers plan and deliver an enriched English curriculum that ensures children practise their Reading, Writing and Speaking and Listening skills.

At Warden Hill we aim for all pupils to:

- **Belong** to our community and in turn develop a strong command of the spoken and written word - which will be required in further study and adult life and enable them to become successful members of the wider community.
- **Belong** by actively engaging in their learning within the classroom.
- **Explore** literature to develop their love of reading through widespread and challenging texts as well as for enjoyment.
- **Explore** engaging and challenging tasks in Writing, Reading, Spoken Language and Spelling, Punctuation and Grammar.
- **Explore** thinking skills and the ability to unpick key vocabulary that will unlock many doors allowing our children opportunities to access and engage deeper within many areas of the curriculum.
- **Explore** cross-curriculum links through key skills taught in English and maintain high standards through other subjects.
- **Succeed** through a positive and independent attitude.
- **Succeed** in all areas of the English curriculum and for all children to do the very best they can.
- **Succeed** with high standards of English across all areas of our curriculum.

All of the above contribute to our whole school curriculum and together, give our children an exciting and inspiring start to their education. Our overarching intent ensures that our pupils are well equipped with knowledge, are confident creators and can make informed articulate decisions, which will prepare them for their journey ahead.
READING

Intent

Reading is a skill that most of us take for granted, yet is one that is essential for being able to get on in life. As a child grows up, being able to read well not only enables them to discover new facts and to learn at school, but also opens them up to a world of new ideas, stories and opportunities. As such, all our staff are committed to ensuring that all children become independent and fluent readers during their time at our school. We want our children to enjoy books as much as we do!

At Warden Hill we are passionate about books and this love of reading is shared with all pupils. As you walk around the school, you are instantly struck by engaging reading displays and inviting book corners. Our newly modelled libraries and our significant investment in new and exciting books demonstrates our commitment to reading and to develop a culture of reading for pleasure. We have also invested in a new ‘staff library’ in an effort to introduce the adults in our school to new literature, both adult and children’s books, and to model the good reading behaviours we wish to instil in our pupils.

At Warden Hill Primary, we aim for all pupils to belong to our school so that they are able to develop confidence and enjoyment in reading at both word-level and through a variety of rich and engaging comprehension-based questions and challenges.

We truly believe that by inspiring children to read, being read to on a daily basis by an adult in their class and by giving the children opportunities to explore a range of rich and appropriately challenging texts through a variety of reading activities they will, in turn, succeed. They will succeed in reading accurately and fluently; responding critically to each text they read; and discussing texts with confidence. By ensuring that children develop a love of reading and an ability to read accurately, fluently and critically, children will also succeed in developing their skills in Writing, Speaking and Listening, and Spelling, Punctuation and Grammar.

In KS1, Collins Big Cat is our whole-school reading programme that supports children to learn to read and to love reading. From early decodable readers to chapter books, Collins Big Cat supports a journey from phonics to fluency, with levelled readers that systematically increase the level of challenge, vocabulary, and stamina as children work up through the bands so that all children can succeed. Authors, illustrators, genres, subject matter and formats are all carefully chosen to appeal to children and provide a wide-range of reading experiences allowing our children at Warden Hill to explore this range of texts with resilience and confidence. Collins Big Cat books are carefully created to facilitate success, so children enjoy and make progress in reading. Our children are supported extremely well to become readers.
Implementation

Reading begins from day one – Early Reading

Our teaching of reading begins from the very first day a child begins at our school; as a welcome gift, all our Reception children receive a book from us to welcome them to our school and begin their reading experience.

Our structured approach to reading is carefully designed to ensure the best results for our children. It all begins with a focus on phonics and in Reception, children learn a sound a day, through adult directed activities. The scheme of work that we use to teach phonics across EYFS and KS1 is ‘Letters and Sounds’. This learning is reinforced through enhancement tasks, songs and fun, practical activities related to the corresponding letter formation. Children begin their ‘book-reading journey’ with non-worded books which develop their questioning and prediction skills. As their segmenting and blending progresses, they are constantly assessed and given activities to suit their current abilities. These include picture/word match lacing cards, CVC word books, caption/picture matching cards and the early reading books from our extensive school scheme.

Children could not make the progress they do without support from home and we work closely with parents to ensure they understand how to pronounce the phonics correctly and have strategies to develop their child’s reading skills. Year group curriculum evenings help contribute to how early reading is taught. Videos of the correct pronunciation and ideas of how to segment and blend sounds to make words are uploaded on our website.

In Reception story packs are also sent home each week, which contain a popular picture book with ideas and activities to complete linked to the book. Parents are also introduced to the ‘Talk for Writing’ vocabulary and actions to help with story-telling at home. ‘Teach your monster to read’ is a popular reading APP which children have access to both in school and at home.

In the Foundation Stage and KS1, we encourage children to explore our creative and active Phonics lessons so that they can then succeed in developing the skills needed to segment, blend and decode words in order to begin to read accurately and fluently. As a school, we use the Letters and Sounds Phonics scheme that is embedded through LCP. By using this rigorous and systematic programme, the children’s sound knowledge is built upon gradually and progressively, with lots of repetition, in order to aid them on their reading journey.

Once the children are decoding confidently, reading books are sent home from our wide range of book banded reading books. Bands are a proven approach to developing successful readers.

The sequence of reading books that the children access when reading at home and at school, are closely aligned to our phonics programme, ensuring that children can reinforce their learning of taught -digraphs and trigraphs so that they are fully decodable to allow for success.

Children in KS1 will have their reading books changed twice a week. This will allow our children sufficient practice in reading and re-reading books at home and at school that match the grapheme-phoneme correspondences they know.
The rationale behind this is to allow the children on the first read, to decode and become confident in the words that they are reading. On the second read, this is where the children will unpick any new language as well as to comprehend what they are reading. On the third read, this is where they will really read for pleasure to help develop their fluency and ease when reading.

Collins Big Cat is a levelled reading programme, with built-in progression, so textual features and language increase in complexity as children work up through the colour book bands, so they are challenged and developed as readers. We also value the importance of building our children's reading stamina to allow children success in encountering longer and more complex texts as they read up through the bands. We use this scheme at Warden Hill as it provides 100% decodable readers, so children are able to practise and apply their phonic knowledge in a book matched to their level. We encourage our children to use Reading Diaries to log the books that they have read along with brief responses to their reading linked to what they have explored and gained success in reading.

In subsequent year groups throughout the school, our children will continue developing their skills in reading at word-level by unpicking unfamiliar vocabulary. We also aim for our children to explore reading through: Independent Reading, Guided Reading, and Shared Reading.

In KS2 all classes have a vibrant and inspiring library. In these class libraries, children will explore and discover the latest literature which is age-appropriate. We have invested in ensuring that these libraries are full of fiction, non-fiction and poetry books, as well as making sure that there is a range of books around the themes of culture, diversity, a sense of belonging and uniqueness and other themes linked to our PSHCE scheme.

All staff at Warden Hill are committed in ensuring that all children in KS2 can read fluently and with good pace. Therefore, as well as encouraging our learners to choose a book that they can read for pleasure from the new range of literature that is on offer to our children, it is imperative that they are also choosing a relevant book banded book that supports them in their own personal development of reading.

Teachers will track these children's development in reading closely to help them to make progress and find success. The idea behind the children having two books, is so that their personal choice of book can be shared with their parents at home, and their school, book banded book is the one that they are heard read in school. No matter what the learner's age or ability, we feel that it vital that all children are heard read in school by an adult regularly.

We also have a selection of books that supports our SEN pupils with high interest low reading age. We have a very good selection of books from Barrington Stoke. These books are expertly edited to ensure unnecessary words don't hinder comprehension while the text will still challenge the reader, lots of illustration to break up the text and keep the story moving and short, sharp, unpatronising content matched to the age of the reader not their reading level.
Progression of reading through the school
As the children move through the infants, phonics remains a high priority and is taught between 3 and 5 days a week. Daily guided reading sessions focus on higher order reading skills and the development of vocabulary. Children work through the colour banded reading books and read frequently with an adult in school. Many children read in school to an adult. Reading diaries encourage the children to record their reading and respond to set questions, where appropriate. These comments are directly linked to the reading skills (vocabulary, inference, prediction, explanation, retrieval and summarising). We use the acronym VIPERS with the children at Key Stage 1 and Key Stage 2.

As their reading progresses, we work on developing a pupil’s vocabulary and comprehension skills through structured whole class guided reading sessions. Activities are carefully planned to ensure that reading stamina also develops as children progress through the school.

In addition to this, our class reads ensure that all our pupils are exposed to high quality challenging texts. Immersion in more sophisticated vocabulary, will undoubtedly help them to build their own vocabulary that will be wider, challenging and more specific.

To ensure the best outcome for all our pupils, assessment is used continuously to identify any child who is in danger of falling behind. Targeted interventions are used to help these children ‘catch up’ and their progress is carefully monitored by class teachers and school leaders.

We are all involved in our pupils’ reading
Our Headteacher really does lead by example and all children are aware of her love of reading, which she regularly discusses in assemblies and backs up with an office full of books! In the Autumn term, Mrs Flooks also ran a lunchtime book club where the children were engrossed in ‘The Stormkeeper’s Island’ – the fact that this was regularly attended by over 80% of the Year 5 pupils shows its ongoing popularity. Our year 6 children now enjoy reading with her, in a newly formed book club for the Spring Term. Mrs. Wintle, one of our Year 4 teachers, also dives into an adventure at a lunchtime book club with many enthusiastic Year 5 readers.

Our children’s love of reading is fostered through access to a wide range of stories, poems and non-fiction books and carefully selected whole class readers. Books are used in all areas of the curriculum to help teach specific topics, as well as broadening children’s social, moral, spiritual and cultural awareness. An example of this is The Tunnel by Anthony Browne, which is explored in Year 4. Author visits also enhance fostering a love of reading.

The joy of reading
We foster a love of reading by promoting age-appropriate, quality texts to each year group to support the children in finding their next adventure. We endeavour to keep our class libraries updated with the latest novels to support children and their families in selecting these books. We work hard to ensure this joy of reading extends beyond the classroom and supports, promotes and values the contributions that
parents and carers make to their child’s reading at home. We run termly reading challenges in each year group, not only to encourage our pupils to read a wide range of literature, but also to share and discuss these books at home.

We enjoy taking our children to the Cheltenham Literature Festival each year and organise visiting authors to talk to our pupils and further ignite their interest in books. A highlight of our year is World Book Day, when we celebrate in some style! Last year, the Juniors used the book ‘Brightstorm’ as a stimulus for their exploration of a text and their writing. In the Infants, the day focussed on the book, ‘Sssh We Have a Plan’.

In the Spring Term we hold our annual ‘Take One Book Week’. The purpose of this week is to allow the children to explore and delve deeper into a novel, chosen carefully by teachers, that allows for rich and inspiring learning across the curriculum. The chosen novel will also inspire other areas of the curriculum ensuring that the children produce high quality outcomes in many subject areas.

Impact

We measure the impact and success of our reading curriculum first and foremost by the hubbub you can hear about books around our school, from children and adults alike. Just visit our library during open hours and hear the lively chatter of enthusiastic readers, walk into a class during our ‘Class Read’ time and see children engrossed in developing story lines.

Our children at Warden Hill feel comfortable reading aloud to staff members and other adults in our school. They love talking about their reading and can be found talking to their teachers about recommendations that they have to offer. Reading opportunities across the curriculum are in abundance and this allows all learners to practise the skill continuously throughout the course of a day.

Attainment in reading is measured by statutory assessments against the standards set out in the national curriculum at the end of each key stage. In addition to assessments at the end of each key stage, pupils in year 1 also take a phonics screening check.

Children will leave Warden Hill with the skill of reading. They will be able to read independently and fluently enjoying the discovery of new worlds, ideas and opportunities. We are committed to this. We want our children to enjoy books as much as we do!

WRITING

Intent

At Warden Hill Primary School, we aim for all pupils to write with competence in both transcription and composition. We encourage each writer to develop their own unique style, drawing upon what they have read as models for their own writing.
Before any writing takes place, the purpose of their writing will have been established and understood by all, along with an awareness of their audience. The children will be writing to: Inform, Discuss, Entertain, Persuade, Explain, Describe or Inspire.

We truly believe that once we inspire our children to write, they do so with fluency, enjoyment and enthusiasm. Therefore, careful consideration will be taken over the inspiration for a particular writing unit, to help immerse the children in rich vocabulary, which will be forever growing. The children will have opportunities to draw upon experiences that teachers have given them so that they are able to produce a successful written outcome. Inspiration may take the form of an object, picture, film or experience, such as, burning houses that children have made when exploring The Great Fire of London, before writing an account or a diary entry. They would then be feeling, sensing, hearing and smelling what it would be like to lose something precious to you.

From the children’s written outcome, they will be able to polish and publish to ensure that their writing is fluent, legible and joined. They will be able to draw upon learnt spelling patterns and rules along with successful editing strategies, ending with a final written outcome of which our children can be proud.

**Implementation**

Planning will consider the three following aspects:

- **Purpose** – What’s the purpose of our writing? Who is the audience of our writing?
- **Inspiration** – What experience/stimuli will the children have at the start of their writing unit?
- **Written Outcome** – What will the children be producing at the end of a writing unit, how long will it take children to get there and what will the children be doing with the published pieces of writing?

Teachers will ensure that during the course of their year, they will have given the children opportunities to succeed in writing to:

- **Entertain**
- **Inform**
- **Discuss**
- **Persuade**
- **Explain**
- **Describe**
- **Inspire**

The children will show their understanding of the different writing genres through their language choices as well as the presentational features of each.

**Innovation**

Teachers will carefully plan opportunities at the beginning of each writing unit, to give the children a ‘WOW’ start to their writing. We feel that the children succeed in their writing once they have had the chance to belong and explore by: feeling, imagining, re-living and re-enacting. We also believe that children succeed when given opportunities to examine certain objects, pictures, films and experiences.
Every once in a while, teachers will allow the children to write freely and imaginatively in whatever writing genre the children wish. This allows the children to express themselves creatively but also to showcase their writing abilities and to put into practice everything that they have learnt in relation to grammar and phonics whilst upholding their high standards of writing.

**Written Outcome**

Writing ideas fluently, depends on effective transcription; effective transcription depends on giving the learner time to immerse in the writing genre. Fully immersing in a writing genre depends on giving time to form ideas which requires giving clarity to the purpose of the children’s writing. Forming ideas depends on creating a language-rich classroom. This will allow the writer to develop their knowledge of the relationships between sounds and letters. When time is given to explore word structures (morphology), and the origins of words (etymology) learners will be able to delve deeper into using and understanding vocabulary successfully in the context of their writing.

Children will be encouraged to write as readers, continuously thinking about the impact of their word choices, sentence structures and punctuation choices.

Teachers will allow time for the children to publish some of their written outcomes, depending on the purpose of their writing. When doing so, the children will be able to place an emphasis on the transcription of their writing. The children will be able to showcase their ability in producing fluent, legible handwriting, developing speed whilst doing so, following our school’s Handwriting Policy.

Teachers will carefully consider the length of each writing unit to ensure that the children get the opportunities to showcase their ability within a given time frame in order to keep them motivated and engaged in their writing.

Many of our younger learners in Key Stage One, use *Talk for Writing* as a tool to structure their own writing. It helps to develop imaginative, creative and effective writers. In the same way, the aim of *Talk for Writing* is to grow confident, critical and appreciative readers. It helps to enhance vocabulary and embed story language, providing a structure to written pieces of work, particularly early on, giving children a secure foundation to build upon.

**Handwriting and Presentation**

**Intent:**

With handwriting, our aim is to ensure that the children are able to *succeed* in developing a neat, fluent handwriting style so that they are able to communicate effectively. It is through the development of neat handwriting that written work can be well presented and the children can take pride in their presentation. From their English books, to reading diaries, from their geography and history journals to their RE books and not forgetting their maths books, high expectations of the children are set in each class through every subject across the curriculum. Consistency and thoughtful presentation and are given high importance in every subject. As the children move into upper Key stage 2 they are encouraged *explore* their own unique handwriting style, maintaining legibility, fluency and handwriting that is joined.
Implementation
Discrete handwriting practice takes place on a regular basis throughout the school.

Year Group Expectations for Handwriting
We have created a set of guidelines to formalise end of year expectations across the school. End of year expectations are stated at the start of each year group. Within each year group, there is more detailed information with regards to what teaching is required and rewards that are in place.

Reception
- To form clearly identifiable letters to communicate meaning and begin to join digraphs (Expected).
- To hold paper in position and use their preferred hand for writing, using a correct pencil grip. To begin to write on lines and control letter size (Exceeding).
- When children are ready, introduce ‘feeders’.
- Once all sounds have been covered teach the formation of letters in families.

Year 1
- To continue to form lower case letters and upper case letters accurately, reinforcing the correct formation, orientation and size of both, with increasing consistency. (EXS)
- To be able to write letters in the correct position on a line, encouraging the correct starting and finishing points of ascenders and descenders, with a good level of consistency. (EXS)
- To begin to join (horizontal/vertical joins), starting with digraphs. (GDS)
• Teach the formation of letters in families.

![Letter Formation Image]

• Reinforce the following ‘feeders’.

![Feeders Image]

• When children are ready, introduce the following new ‘feeders’.

![New Feeders Image]

• To continue to reinforce the joining of digraphs (including qu).

**Introduction of the ‘Gold Pencil Award’ from Year 1.**

• Children to consistently demonstrate the ‘Fab 5’ criteria, in order to receive a gold pencil.

• Children can be asked to return to an ordinary pencil if they are not consistently using the ‘Fab 5’ criteria.
• To form lower and upper case letters using the correct formation, size and orientation, as well as the relationship to one another. To continue and reinforce joining digraphs previously taught. To consistently write on a line using ascenders and descenders (EXS).

• As above, as well as using diagonal and horizontal strokes to join letters in most of their writing. To use diagonal and horizontal strokes in parts of words, according to the length of the word (GDS).

• Refer to letter families if necessary and reinforce ‘feeders’ already taught.

• To encourage joining of every letter (including letters that finish on the left known as break letters) excluding f, x, and z.

• To introduce ‘looping’ of j, g and y.

• Continuation of the ‘Gold Pencil Award’ in Year 2.

**Year 3**

• To use a neat joined handwriting style with increasing accuracy (EXS).

• To use a neat joined handwriting style with increasing accuracy and speed (GDS).

• Every letter (including letters that finish on the left known as break letters) to be joined excluding x and z.

• Reinforce ‘feeders’ and ‘loops’ previously taught in KS1.

• To introduce the ‘f’ join.
Continuation of the ‘Gold Pencil Award’ in Year 3

- **(Children to take gold pencil home at the end of Year 3).**
- Children to consistently demonstrate the ‘Fab 5’ criteria, in order to receive a gold pencil and certificate.
- Children can be asked to return to an ordinary pencil if they are not consistently using the ‘Fab 5’ criteria.
- **Introduce ‘Polished Piece Pen’ reward (for published pieces) for children working at GDS in their handwriting.**

Year 4

- To consistently use a neat joined handwriting style (EXS).
- To consistently use a neat joined handwriting style with increasing speed (GDS).
- Every letter (including letters that finish on the left known as break letters) to be joined **excluding x and z.**
- When modelling joined words, reinforce ‘feeders’ and ‘loops’ previously taught in KS1.

![Handwriting letters](https://example.com/handwriting.png)

- To reinforce the ‘f’ join previously taught in Year 3.

**Introduction of Pen Licence**

**To get a pen licence we are looking for:**

- All letters are correctly formed.
- All ascenders and descenders are clear.
- All letters are correctly joined.
- Capital letters are bigger than lower case letters.
- Spaces between words are the right size (not too big or small).
- There is not too much rubbing out or overwriting.
- Be aware a pen licence can be removed if standards slip.
- When the pen licence is achieved a certificate will also be awarded.
**Year 5**

- To write legibly, fluently and with increasing speed (EXS).
- To write legibly, fluently and with increasing speed (beginning to develop their own style) (GDS).
- Every letter (including letters that finish on the left known as break letters) to be joined **excluding x and z**.
- When modelling joined words, reinforce ‘feeders’ and ‘loops’ previously taught.

![](image1)

**Continuation of Pen Licence (Children who are not ready continue with a pencil.)**

- All letters are correctly formed.
- All ascenders and descenders are clear.
- All letters are correctly joined.
- Capital letters are bigger than lower case letters.
- Spaces between words are the right size (not too big or small).
- There is not too much rubbing out or overwriting.
- Be aware a pen licence can be removed if standards slip.
- When the pen licence is achieved a certificate will also be awarded.

**Year 6**

- To maintain legibility in joined handwriting when writing at speed (EXS).
- Every letter (including letters that finish on the left known as break letters) to be joined, **excluding x and z**. However, when working at ‘Greater Depth’, it is acceptable if children are joining these letters because they are developing their own style.

**Continuation of Pen Licence**

- All letters are correctly formed.
- All ascenders and descenders are clear.
- All letters are correctly joined.
- Capital letters are bigger than lower case letters.
- Spaces between words are the right size (not too big or small).
- There is not too much rubbing out or overwriting.
- Be aware a pen licence can be removed if standards slip.
- When the pen licence is achieved a certificate will also be awarded.
SPELLING

Intent
We wish all children in our school to succeed in becoming competent and confident spellers through the exploration of spelling strategies taught.

Implementation
- Spelling is encouraged early on using phonics to segment words for writing, as well as encouraging the children to make phonetically plausible attempts.
- In EYFS/KS1 the spelling of HF words are taught as part of our structured phonics sessions.
- Teaching rules and conventions of spellings, and the exceptions to these, observing word families
- Teaching children to use dictionaries, thesaurus and personal spelling books
- Teaching children strategies and mnemonics to learn more difficult spellings in order to commit them to memory, through word association, diagrams and mnemonics etc., e.g. Big Elephants Can’t Always Use Small Exits = because
- A list of spellings are disseminated to children weekly.
- The class teacher should read spellings aloud to the class. As each spelling is read any silent letters or tricky sections within the spelling should be highlighted to the children.
- On the whole, the spellings given should follow a rule or pattern the children can observe, or one that can be discussed. Within a set of weekly spellings it may be necessary to look at more than one rule, or group pattern. Occasionally spellings may be linked to topics or may be words that the teacher has noticed the majority of the class are spelling consistently incorrectly. The Statutory National Curriculum spelling lists (Year 3/4 and Year 5/6) are used and the Spelling Zoo word lists.
- Children will use the LOOK, SAY, COVER, WRITE, and CHECK method of learning spellings which should be regularly practised in Spelling Log books in and out of school.
- Dictation of sentences using target words may be undertaken.
- Children with special educational needs will be given a list of spellings appropriate to their needs. More able children will be challenged with an extended list of words that uses similar patterns, conventions or rules.
- Every week the children will be tested on the spellings they have learnt. Part of this test could include dictation of whole sentences.
- When appropriate, incorrect test spellings may be a focus for children in class, and subsequently a further test may be undertaken to help support the spellings. Incorrectly spelt high frequency words will also be given as focus spellings for the week for the children to learn and for reference when checking work.
- At the end of every term a diagnostic test will be carried out, in order to assess the children’s learning. Handwriting will form an integral part of learning spellings.
- The teacher will allow time in the English session for correction of spelling errors.
SPOKEN LANGUAGE

Intent
At Warden Hill Primary School, we aim for all pupils to speak confidently and fluently combined with the ability to listen and consider other viewpoints. We encourage them to articulate their ideas clearly. To do this, children need to feel that they belong to our school. If they feel they belong, they will have the confidence to express their ideas and explore other ideas in discussions/debates.

Our intent is to also ensure children have the knowledge and vocabulary available to express their views and they will build their vocabulary throughout their time at Warden Hill. This will allow them to succeed in expressing their viewpoint and participate in a range of spoken language tasks offered to them at Warden Hill. From this, they will ultimately flourish and be extremely prepared for their adult life.

Implementation
All children are given opportunities to develop their spoken language skills in all areas of the curriculum. The class teacher guides and supports children to increase their confidence and encourage all children to take an active part in discussions. Right from Reception children are encouraged to express and communicate their needs with clarity, being able to answer questions, as well as explaining and describing their learning within child initiated activities. At times units in English will focus on specifically on spoken language, asking children to consider their tone, pace and expression. Performance poetry is one example in Year 4 where they work as a class to perform a poem, next they perform a different poem in a group and finally in pairs they perform a poem to the rest of the class. Their confidence builds during the unit alongside their independence. Children are regularly given a chance to discuss and debate key ideas or even the big questions that guide our history and RE units. We welcome a difference of opinion and encourage children to listen sensitively to other viewpoints. Class assemblies begin in Reception with their nativity play in December. All children participate in our class assemblies and thrive on the opportunity to develop these skills and engage with an audience. Children also get an opportunity to bring their learning to life in these assemblies. Year 5, not only studied Macbeth, but also performed scenes from Macbeth to other schools allowing them to develop their understanding of the play through acting whilst developing their skills to take on a character. Finally, year 6 perform their year 6 play in the summer term which is a fabulous example of how their spoken language skills have accumulated over their years at Warden Hill.

FEEDBACK
Please refer to the school’s Marking and Feedback policy for further guidance.

ASSESSMENT
Diagnostic and Formative: this identifies particular learning difficulties and strengths and informs target setting for those pupils who require learning support as well as next steps in the child’s learning journey.
The use of several diagnostic programmes are used in English including: Benchmarking and Phonics Screening.

**Summative Assessment**
This measures performance at the end of the year through National Curriculum Tests in English for Years 2 and 6. Years 1, 3, 4 and 5 the children complete standardised test (NFER) in the Autumn and Summer term. For Foundation Stage pupils, summative assessment is in the form of a completed Foundation Stage Profile for each pupil across the Prime and Specific areas.

**Self-assessment**
We believe that there should be opportunities for pupils to develop the skills and vocabulary needed for self-assessment and that this should be built on year by year. Learning intentions should be shared with pupils and used as a focus for dialogue when discussing work and progress. Learning Journeys are used so that children take responsibility for their learning.

**Moderation**
We value the importance of moderation. Consistency across classes within a year group, across different phases within Key Stages (Y5/6, Y3/4 and Y1/2) and across Key Stages (Y3/2 and EYFS/Y1) is absolutely key. We work hard to agree our understanding of expected curriculum levels of achievement and progress. As a school, we are also part of various cluster groups, where we can have a professional dialogue with teachers from other schools to further support us.

**Special Educational Needs, Greater Depth Standard, Intervention Programmes and Equal Opportunities**

**(a) Special Educational Needs and Greater Depth Standard in English**

Situations may arise in which individuals need to work at a level either above or below that of the rest of their peer group, or may need special assistance to accomplish particular tasks. This will become apparent through teachers’ use of ongoing observation and assessment.

Working at greater depth means a child has mastered the learning expected for their age and stage, and is therefore able to delve into areas of English in more detail. Children who consistently work at greater depth are confidently able to deal with increases in the complexity of all areas of English. Greater depth learners will become successful readers, moving from basic comprehension to deep, consistent application of more complex inference and deduction. Greater depth leaners will become successful writers, developing cohesion and flow, moving beyond the exploration and practice of a range of writing techniques. They will carefully select word meanings and consider the authors’ use of language, moving them from basic to deeper management of their own vocabulary, sentence construction and grammar when writing.
All members of staff harness and provide opportunities for children to reach this deeper level of understanding in English, enabling children to succeed and achieve excellence in both reading and writing.

Where children are thought to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents will be informed of any such decision. (For further detail see SEN Policy)

(b) Equal Opportunities

Our aim as a staff is to ensure that all children have equal access to a rich and rewarding curriculum and that they experience this in ways that are appropriate to their needs.

Consequently, we will make use of a suitable range of learning activities, teaching strategies, educational materials and technological aids to meet the needs of the individual learner. Every effort will be made to ensure that the methods and materials used are free from prejudice or bias against or in favour of any particular group.

Children for whom English is not their first language will be supported in their use of English and will be given opportunities to make use of their own home language to assist their learning and to add to the resources of the classroom. When appropriate assistance from outside agencies may be sought.

PARENTAL ENGAGEMENT

We see parents as important partners in the process of developing children's language skills. They have an important influence on children’s language before they come to school. They provide valuable support at home in helping children to become readers. They offer an audience for children in their development as speakers and listeners, readers and writers as they move through the school. They support children in their learning of spelling patterns as they move up through the school. They support children’s learning in school by ensuring homework is completed and returned at the appropriate time.

We therefore encourage parents to play a full part in their children’s education by:

- providing guidance for parents of pre-school children on how to help their children develop the necessary early language skills
- holding curriculum evenings for parents of each year group at the start of each year explaining expectations and ways to support their children.
- involving parents in the school’s reading programme from the moment children start school
updating the guidance for parents as their children move through the school so that they can continue to offer valuable support
welcoming offers of help from parents to assist in school e.g. by listening to readers and talking with children
newsletters inform parents of units of work to be covered each term
inviting them into school for parents’ evenings to discuss progress

Impact of our English Curriculum at Warden Hill

Our aim for all children is that they will be able to fulfil their potential and go on to belong in the wider community to be able to elaborate, clearly articulate and show competence when explaining their understanding, explore and develop a habit of reading for both pleasure and for information as well as to succeed in writing clearly, accurately and coherently, adapting their languages and style for a range of contexts, purposes and audiences.
This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- WHPS Feedback Policy
- Assessment and Record Keeping
- Responding to pupils' work / Feedback / Marking policy
- Special Educational Needs Policy
- ICT Policy
- Equal Opportunities Policy

Appendices
Appendix 1: WHPS Feedback Policy 2018