

# **Policy for the Teaching and Learning of English at Armley Park Primary School**

## **Introduction**

### **The English curriculum at Armley Park**

At Armley Park we recognise that our school curriculum incorporates all the learning and experiences we offer to our children. The National Curriculum forms one part of our school curriculum. We have ensured that there is adequate time and space in our school curriculum to go beyond the National Curriculum, as appropriate, to meet the needs of all our pupils. We have planned teaching and learning in school so that our curriculum is knowledge-rich and builds on prior attainment to ensure that we have high expectations of achievement by all children in all subjects.

We recognise that it is vital for us to provide our children with a broad range of activities both inside and outside of school, which they may otherwise fail to experience. Working together with the other schools in the Owlcotes Multi-Academy trust, organising visitors and visits outside of school, are a number of key ways in which we do this.

Across the Owlcotes Multi-Academy trust we use Focus weeks which encourages a whole school learning around a particular theme or subject. Children are taught different National Curriculum objectives throughout the week and subject leaders ensure skill progressions are developed across school focused on the particular theme. We then share their learning in a number of different ways with our school community.

At Armley Park we are committed to providing a curriculum that equips our children with the knowledge, skills and experiences for their future. We aim to ensure children have a 'view of the world' outside their local community whilst maintaining a sense of belonging and understanding of where they are from.

### **Aims of our English curriculum**

- Develop children's ability through an integrated programme of Spoken Language, Reading and Writing.
- Provide effective differentiation and challenge, in order to meet the English needs of every child.
- Enable all children, as far as they are able, to be 'primary literate' pupils by the time they leave at the end of Key Stage 2.
- Teach children the value of focused listening in both teaching and social situations.
- Encourage all children to feel confident enough to explore and articulate their thoughts, feelings and emotions.
- Use drama and role play, where appropriate, to give the children contextual experiences in which to learn.
- With maturity, encourage children to adapt their speech to a range of different situations and purposes.
- Foster an interest in texts of different genres and media, and an appreciation of the value of books for learning and enjoyment.
- Help children develop a love of reading and introduce them to texts that represent our literary heritage

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- Foster an enjoyment of writing, helping children learn how to write in the style of these different genres and in doing so, develop recognition of the value of writing.
- Help children learn increasingly how to adapt this writing to a target audience and specific purpose
- Develop an interest in words, both their application and meaning, and a growing personal vocabulary of both spoken and written words.
- Develop a range of strategies to enable them to spell a wide variety of words.
- Develop their powers of imagination and inventiveness.
- Foster an atmosphere of constructive awareness of their own, and others' English abilities and how to improve them.

### **Phonics**

#### **Overview**

We use Floppy's Phonics scheme to teach phonics at Armley Park Primary School.

It is our intent at Armley Park Primary School to provide pupils with a high-quality Phonics scheme to allow them to become fluent and successful readers and writers. We follow Floppy's Phonics across Foundation stage and KS1. Pupils are taught in whole class groups, following a 2-day teaching sequence.

We provide daily Phonics sessions to identified KS2 pupils, again following the same 2-day teaching sequence.

Following Floppy's Phonics teaches pupils to:

- **Read easily, fluently and with good understanding.**
- **To develop the habit of reading widely and often, for both pleasure and understanding.**
- **To apply their phonic knowledge in both their reading and writing, accurately and coherently**

### **Reading**

#### **Overview**

We value the importance of learning to read and try to engage children in their reading journey from a very early age. All children will have the opportunity to access high quality texts through having stories read to them, learning how to read individual words, being taught how to understand what they are reading and through learning the skills they need to develop a love of reading.

English is at the core of everything we do at Armley Park Primary School. If children cannot read, write and communicate effectively, they cannot access the curriculum and more importantly, contribute positively to society, as they get older.

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At Armley Park, we understand that for children to be successful readers and writers, they must also be confident speakers and listeners. Through the delivery of our reading curriculum we ensure a consistent and robust teaching and learning of early reading and phonics in FS and KS1, so that pupils are able to read with increased speed and fluency and access the wider curriculum. Communicating thoughts, feelings and emotions is a vital life skill, which we support children to develop in all our lessons. Whether it is using a talk partner, sharing ideas with the class or speaking in a school assembly, we model, promote and teach high levels of communication skills and promote 'showing five' to develop children's ability to listen effectively both to peers and to adults across any setting in school. Key vocabulary which we wish the children to learn and use is identified and taught in all curriculum areas and lessons. Whole class shared reading is used throughout the school to enable all children to share high quality texts and develop skills in reading comprehension and fluency.

When children are learning how to read, they access books which match their phonics ability so that they are able to read words independently and to improve their confidence. Once they have developed those skills of decoding words, they move to move challenging texts where they will be asked to show their understanding of the text and be able to answer a range of questions.

### **Writing Overview**

At Armley Park Primary School we provide pupils with a high-quality education in English that teaches pupils to speak, read and write fluently so that they can communicate their ideas and emotions to others effectively.

Our writing curriculum enables pupils to read, plan, explore and write using a variety of key texts. Writing is planned to ensure that pupils are writing with a clear purpose; to entertain, to inform, to persuade and to discuss. Pupils are taught how to adapt their writing to a specific audience and how to apply their writing skills to all areas of the curriculum.

Pupils will develop a love of writing whilst at Armley Park. A variety of writing opportunities will inspire, engage and excite pupils to write with confidence, purpose and for pleasure.

Writing has an important place in both education and in society. It is an essential life skill that is developed through each phase of their education and into adulthood. Having the ability to write with confidence and accuracy is a tool which will support pupils through school life and as they enter employment within the wider community.

In Foundation stage, pupils are provided with opportunities to explore writing in groups, whole class and whilst accessing areas of provision inside and out. Adults model how to write for a variety of purposes, encouraging pupil's independence and confidence in writing.

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Pupils follow a writing process in KS1 and KS2 in which they read and respond to a stimulus for writing, analyse the content and features and then plan their own writing with opportunities to review, edit and improve throughout the process. Pupils skills are built on and developed as they move through each Year group to help raise standards in writing across school.

Writing is celebrated in all classes across school. Pupils' work is displayed in classrooms as well as weekly in the hall on the 'Writer of the week' display board.

Across the whole school, pupils use Talk For Writing to raise attainment in writing. It enables pupils to read and write independently for a variety of different purposes and audiences. The writing process enables children to imitate the language they need for a particular topic orally, before reading and analysing it, and then writing their own version.

### **English planning**

The school follows the National Curriculum for all areas of English. The school approach to teaching phonics is through a scheme called Floppy's Phonics; this provides structured phonics materials to support effective teaching and assessment in phonics in reception, KS1 and into KS2 (see separate Phonics Policy).

Planning is carried out in two phases:

- A Long Term Plan of writing, reading, spelling and spoken language has been developed using the National Curriculum. Text coverage is mapped across the school to ensure progression in text types and appropriate exposure.
- Weekly planning gives details of key objectives, success criteria and key questions.
- Both reading and writing planning uses purposeful, cross-curricular links that will provide the context for that teaching and learning – this gives writing purpose and context.

Literacy plans reflect teaching required to meet the learning objectives and weekly planning is differentiated to meet the needs of children, as appropriate. We believe that plans are working documents that will be amended during the life of a given unit of work, in order to reflect progress and assessment of learning along the way. Weekly planning and teacher discussions will cover teaching, pupil activities, adult intervention, differentiation and assessment opportunities involved. Challenge is provided for all children. Success criteria enables children to achieve and master the learning objective: they are limited and do not over-aid the child so as to allow for independent outcomes.

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In EYFS, communication, language and literacy are taught and promoted through planned whole class and small group teaching throughout each day. Planned for play and responsive play with high levels of interaction between children and their peers and adults and children also supports the development of language and communication. An integral part of the school day and planning provides children with the opportunity to:

- ✓ talk and communicate in an increasingly wide range of situations;
- ✓ respond to adults and to each other;
- ✓ listen carefully;
- ✓ use role play as an introduction to audience and purpose for writing;
- ✓ practise and extend their vocabulary and communication skills;
- ✓ explore vocabulary and high-quality texts;
- ✓ use Floppy's Phonics daily to teach and reinforce phonetics.

At Key Stage One and Key Stage Two there are weekly plans including spelling and handwriting. Whole class Reading is also planned using key questions and objectives. Reception and KS1 also have weekly planning of Letters and Sounds.

### **English teaching**

We believe that pupils' knowledge and understanding in English is best promoted by utilising a range of different teaching approaches, according to the topic, task, individual needs, prior learning and on-going assessment of progress. Teaching should provide real and relevant contexts for children where possible to enable relevant learning.

**Whole class teaching:** This is employed in all lessons in order to facilitate explicit teaching of learning objectives. This approach also allows for whole class discussion and interaction. Teacher input is paced appropriately and teacher talk is limited so as to encourage children to be active learners.

**Differentiation:** Within the whole class teaching, questions and small tasks will be differentiated to allow all children to be challenged appropriately. During independent activities children may be paired or grouped during an English activity for the purposes of differentiation of the task by ability, for structured peer-interaction or for targeted adult intervention. Adults have high expectations of all children and the progress they will make.

## **Policy for the Teaching and Learning of English at Armley Park Primary School**

**Intervention and 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 provide learning opportunities that are matched to the needs of children with SEN and those learning English as an additional language, as well as providing appropriate, challenging planned work for those children who are More Able.

The progress of children in Literacy is monitored on an on-going basis and individual targets of attainment are set and reviewed throughout the academic year. Pupil Progress Meetings enable staff to identify children who need further support to enable maximum progress including the identification and targeting of specific groups: Pupil Premium, More Able, vulnerable pupils etc. Targets and Wave 2 intervention programmes are developed through close consultation with Senior Leadership Team and the SENCo (as appropriate). As part of any Wave 3 intervention, Support Plans will be set up for a child or group of children.

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