



THE SPIRES FEDERATION

OUR CORE VALUES ARE: Success, Happiness, Inspiration, Nurture, Everybody

Our Mission,

The Spires Federation is a nurturing family of small schools that are committed to excellence. We hope to inspire all of our pupils to enjoy learning, make outstanding progress and achieve their full potential.



ENGLISH POLICY

CURRICULUM DRIVERS	Worldly wise		Well-being	Aspirations
INTENT	We want children to become lifelong readers, confident communicators and eager writers.			
Underpinned by...	High Expectations	Modelling	Research/Evidence	Vocabulary/Quality texts
	All children are expected to succeed and make progress from their starting points.	Teachers teach the skills needed to succeed in English providing examples of good practice and having high expectations. They use WABOLL and WAGOLL alongside particular text features in their teaching.	Improving Literacy at Key Stage and 2 and EYFS – EEF Guidance https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/	Ambitious vocab is taught explicitly and is expected to be applied in everyday situations.

IMPLEMENTATION

	Planning English is mapped out on a 4 year cycle in KS 2, and 2 years in, KS1 to ensure that knowledge is mapped out progressively and ALL children develop skills systematically. This enables mixed age classes to access all of the required areas of the National Curriculum programme of study. Teachers ensure that the plans build on the expectations for pupils from EYFS. Lessons are planned to ensure that key knowledge is developed over time over the course of each block and in the correct sequence. Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school's assessment of English. Lessons within each unit are also planned to ensure the systematic development of the key features and skills for each of the genre taught.		Phonics We teach phonics through the Little Wandle phonics program. It is a Systematic, fast paced approach to teaching phonics. The Little Wandle keep – up is also used for one to one and group intervention. 6 weekly assessments are used to inform teaching and learning. Online tracker is used to record and analyse data and support to match children's secure phonic knowledge to the appropriate decodable reading books. Training is provide for all adults in school in order to have a systemic approach.	Guided Reading In EYFS and Year 1 children use the guided reading 3 day read from the Little Wandle. In year 2 Fred's Teaching whole class guided reading introduces the children to the buffet approach to guided reading. From Year 3 upward the Booth Press planning 3 times a week. This maps out a range of cultural capital high quality text and questions. Class also choose a book study book from the reading spine which again is an ambitious text for each year group.
	SPAG – transcription Spelling and grammar is taught using the Spelling Shed programme. This sets out a clear pathway for progression throughout all year groups. Grammar is also taught through the features and are focused and genre specific. Specific spelling are also taught from the common misconception during a particular genre.	Writing Journey Our writing cycle is based in and quality around text and films, we teach the features of text types and build the substantive and disciplinary knowledge to apply in their writing. We teach children to contextualise concepts for the genres before becoming independent writers with their own writing style.	Reading For Pleasure Each class has a daily read of at least 15 minutes. This is when the staff read to the children modelling the excitement and expression that story telling brings. We encourage our children to visit the local Library and share recommendations to others. Alongside the school library. Children all take home a reading for pleasure book every week.	
	Cross Curricular Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects. We use our knowledge their writing ability and apply this in to other curriculum areas.	Whole School Events Reading and writing is taught across the curriculum ensuring that skills taught in these lessons are applied in other subjects.	Home reading (2/3 books – 1 decodable, 1 book band, 1 reading for pleasure) All children take home a phonetically decodable book until they are able to read. They also take home a reading for pleasure book and currently a book banded book.	

	Assessment Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher at the end of each unit of work as part of the school’s assessment of English. Rising star test are used for SPAG and reading to inform teacher judgment three times a year. Statuary tests are also carried out in Year 6 in the Summer term in line with government guidance. Children in Year 1 and some Year2 (those not passed in Year 1) children take their Phonics screening test in June each year	Opening minds opening doors ethos The local area is fully utilised to achieve the desired outcomes, with extensive opportunities for learning outside the classroom embedded in practice. All learning stems from this approach and enables learners to develop their awareness of the wider world extending their broader national and international knowledge.	Class Text Every class has a high-quality text that is selected from a list of recommended texts. English work is then planned and delivered through the context of this text.
		Handwriting- transcription Handwriting in key stage 1 at the start of an English lesson – taught lesson. Cursive handwriting is taught from Year 2 and the Little Wandle formation phrases are used along with the phrase up we go and off we go to encourage continuous cursive handwriting. In EYFS handwriting is linked to the phonics taught. Handwriting is taught at the start of an English lesson in KS1 to have time to focus on transcriptions skills. Dictation is used in KS 2 to encourage speed and automaticity. Children are awarded a pen licence when writing become fully cursive with correct letter formation. Handwriting books are used.	
	SEN Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children. Pupils identified as needing extra support in English will be given the appropriate help in the classroom. Providing for pupils with special educational needs should take account of each pupil’s particular learning and assessment requirements and incorporate specific approaches which will allow individuals to succeed, such as using texts at an appropriate level of difficulty and planning for additional support. <i>Where needed, children could be pre-taught key vocabulary to support their learning or have this information sent home to share and discuss with families.</i> Support also takes many forms including reading aloud text, pre-teaching vocabulary, pre –reading stories, same day interventions – keep up not catch up, word mats, overlays, visual storytelling, retelling pictorially/verbally. We also use our knowledge their writing ability and apply this in to other curriculum areas to give appropriate adaptations and expectations.		

IMPACT	PUPIL VOICE	EVIDENCE IN KNOWLEDGE	EVIDENCE IN SKILLS	OUTCOMES
	Through discussion and feedback, children talk enthusiastically about reading and writing and understand the importance of this subject. They can also talk about books and authors that they have enjoyed and can make reading , connections and recommendations.	Pupils can make links between texts and the different themes and genres within them. They can recognise similarities and differences. Children understand the reading and writing process. Pupils are able to use their APE and sentences STEMs to infer their knowledge.	Children are taught reading and writing progressively and at a pace appropriate to each individual child. Teachers subject knowledge ensure that skills taught are matched to National Curriculum objectives.	At the end of each year we expect the children to have achieved Age Related Expectations (ARE) for their year group. Some children will have progressed further and achieved greater depth (GD). Children who have gaps in their knowledge receive appropriate support and intervention.
MONITORING (QUADRANGULATION)	Data	Books	Planning	Observation
	Assessment for learning is continuous throughout the planning, teaching and learning cycle. Teachers use the KWL strategy (What I know, What I would like to Know and What I have Learned) at the start of a unit and assess children against what has been taught at the end. They identify those who have not met expectations and ensure that gaps are covered and area consolidated during the next unit.	Book moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners (with the acquisition of the pre-identified key knowledge of each topic being evidenced through the outcomes).	LTP outlines the intent for English and suggested text and then teachers map out the medium-term plan ensuring that the learning is personalised and implemented to suit the learners in the class. The curriculum is adapted to be inclusive for all. The Subject leader evaluates to coverage and provides support where required.	Observations take place by the subject leader of children at work, individually, in pairs, in a group and in class during whole class teaching. These are through planned observation and monitoring and learning walks.