Intent of the English Curriculum
Why do we teach this? Why do we teach it in the way we do?

Rationale
The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking, reading and writing across a range of different situations.

Aims of English
- to enable children to speak clearly and audibly in ways which take account of their listeners;
- to encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- to enable children to adapt their speech to a wide range of circumstances and demands;
- to develop children's abilities to reflect on their own and others' contributions and the language used;
- to enable children to evaluate their own and others' contributions through a range of drama activities;
- to develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- to encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;
- to help children read and write using their phonic strategies
- to help children enjoy writing and recognise its value;
- to enable children to write with accuracy and meaning in narrative and non-fiction;
- to increase the children's ability to use planning, drafting and editing to improve their work.

Implementation
What do we teach? What does this look like?

Teaching and learning style
At Panshanger School a variety of teaching and learning styles are used in English lessons, based on the skills listed in the National Curriculum. The principal aim is to develop children's knowledge, skills, and understanding. This is achieved through a daily lesson that has a high proportion of whole-class and group teaching. During these lessons children might experience a whole-class shared reading or writing activity, a whole-class focused word or sentence activity, a guided group or independent activity and a whole-class plenary session to review progress and learning. They are given the opportunity to experience a wide range of texts and use a range of resources to support their work. Children use technology in English lessons where it enhances their learning, as in drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible children are encouraged to see cross curricular links and apply their learning in other areas of the curriculum.

All the classes are mixed ability and to ensure suitable learning opportunities for all children the challenge of the task is matched to the ability of the individual or group. This is achieved through a range of strategies which are included in teachers' planning. Classroom assistants are used to support and extend individuals or groups and to enable work to be matched to the needs of individuals.

Planning
English is a core subject in the National Curriculum.

The curriculum planning in English is carried out in three phases (long-term, medium-term and short-term). The National Curriculum is used for the teaching details of what is taught in the long-term. Yearly teaching programmes

identify the key objectives in English that are to be taught in each year. Medium-term plans, which are also based on the National Curriculum, give details of the main teaching objectives for each term. These plans define what is to be taught and ensure an appropriate balance and distribution of work across each term.

Class teachers complete a weekly (short-term) plan for the teaching of English, which are part of the units of work identified in the medium term plans. This lists the specific learning objectives and the success criteria to be used to monitor the childrens' progress for each lesson, and gives details of how the lessons are to be taught. Plans and evaluations are saved in the planning folder on the server.

The Foundation Stage
Communication and Language is one of the prime areas and Literacy is one of the specific areas of the Early Years curriculum which underpin the curriculum planning for children aged three to five. All children are given the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practice and extend their range of vocabulary and communication skills. They have the opportunity to explore, enjoy, learn about, and use words and text in a range of situations. Reading and writing areas are always available, set up with a variety of activities to encourage the development of emergent writing and early reading skills. Adult led group topic activities develop children's reading and writing skills.

Contribution of English to teaching in other curriculum areas
The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Reading quality texts is an important part of learning in foundation subjects and opportunities for extended writing are also an important feature.

Mathematics
English contributes significantly to the teaching of mathematics in our school. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these areas with adults and other children. Children in Key Stage 1 meet stories and rhymes that rely on counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems in order to identify the mathematics involved. They explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

Computing
The use of computing technology enables children to use and apply their developing skills in English in a variety of ways. The younger children use ICT as a source of information, as a way of enabling them to present their completed work effectively and as a practical learning aid through a variety of Apps etc. Older children use ICT in a variety of ways e.g. they may use the Internet when searching for information about a different part of the world, when using desktop publishing to design a class newspaper, or when recording a narration over a slide show. Children use the planning and proofing tools in a word processor when checking their draft work. All children are encouraged to use ICT as a resource for learning, whenever they feel it is appropriate.

Personal, social and health education (PSHE) and citizenship
English contributes to the teaching of personal, social and health education and citizenship. Younger children are encouraged to take part in class and group discussions on topical issues. In science work they talk about things that improve their health and about rules for keeping them safe around the school. Older children research and debate topical problems and events. Planned activities within the classroom encourage children to work together and respect each other's views.

Spiritual, moral, social and cultural development
English contributes to and supports spiritual, moral, social and cultural education in a number of ways:

Spiritual Development in English
- In responding to a poem, story or text children can be asked questions to promote spiritual development, questions such as 'I wonder how you would feel if you were the person in the story? 'Where have you met thee ideas before?'

- By appreciating the beauty of language, for example, poetic language in stories and poems.

Moral Development in English
- By exploring stimulus for thinking about the consequences of right and wrong behaviour children speculate and apply their knowledge to their own lives.
- By considering different perspectives and showing empathy.
- Through supportive methods of assessment and feedback, alongside self and peer assessment children take responsibility for their progress

Social Development in English
- By supporting conceptual and language development through an understanding of and debates about social issues such as refugees, bullying stereotyping and homelessness.
- Participation, creativity, reflection and independence are encouraged in all English lessons.
- Providing children with opportunities to read texts that portray issues and events relating to contemporary life or past experience in interesting and challenging ways.
- Discussion work, in pairs and larger groups, alongside studying a whole range of literature, including novels, plays and poetry, helps and encourages the children's social and moral development

Cultural Development in English
- Texts are selected which encourage pupils to empathise with the feelings and experiences of others to help develop their understanding of other people's attitudes, ideas and behaviour.
- Texts and authors are selected to expose pupils to literacy heritage of the UK and the wider world. Children are taught to recognise the cultural and historical context of texts and how this is reflected in the thoughts and actions of characters.
- Children develop sensitive awareness of, and the ability to respond constructively to, backgrounds, experiences, concerns, feelings and commitments of others through a range of different narratives.

Inclusion
There are children of differing ability in all classes and some for whom English may be an additional language. Suitable learning opportunities are planned for all children by matching the challenge of the task to the ability and experience of the child. This is achieved through a range of strategies including:
- setting common tasks that are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group;
- providing a range of challenges with different resources;
- using additional adults to support the work of individual children or small groups;
- ensuring all children are aware of what they need to do to achieve.

Special Educational Needs
As an inclusive school, we try to remove barriers to learning so that all children can achieve and make progress. When progress falls significantly outside the expected range, a child may have a special educational need. When assessing this, a range of factors is considered including classroom organisation, teaching materials, teaching style and differentiation so that additional or different action can be taken to enable the child to learn more effectively. This ensures a child centered approach linked to the SEND Code of Practice.

Identification of special educational needs may lead to the creation of a target specific Individual Learning Plan (ILP). The ILP will include specific targets created by the teacher and the child and will outline the support, strategies and resources required, this is then shared with parents / carers.
Targets are reviewed at least 3 times a year and new strategies are developed using the Assess, Plan Do, Review process. The ILP involves the child in their own learning (age appropriately.) They are asked to identify their own strengths and areas for development and the steps they feel will support them to achieve.
This process is under the direct management of the SENCO.

Individual children and groups of children receive additional support to further their progress in English. This additional support includes individual reading with an adult, group reading comprehension sessions, small group phonics and spelling, as well as support for writing.

Gifted and Talented
Children who are identified as Gifted and Talented are listed on the whole School register and provision is noted in teacher's short term planning. For these children teachers make sure they plan activities that are suitably challenging, by offering breadth and depth rather than accelerating through the curriculum. In the years 5 and 6 the classes are split for some lessons and higher order skills can be addressed.

Assessment and recording
Children's work in English is assessed in different ways. The short-term assessment is carried out on a day to day basis through a variety of methods; individual success criteria, observations, discussions and marking, teachers make use of these assessments to then adjust their daily and weekly plans. Teachers make long-term assessments towards the end of each term and they use these to assess progress against school and national targets. With the help of these long-term assessments, teachers are able to set targets for the next school year and summarise the progress of each child before sharing it with the child's parents in the end of year report. The next teacher also uses these long-term assessments as the basis for planning work for the new school year, these assessments are made using end-of-year tests and teacher assessments. Children undertake the national tests at the end of Year 2 and Year 6. Teachers also make annual assessments of children's progress using the HfL assessment criteria. Children are involved in assessment of their abilities and achievements in the short term through self / peer marking and discussion of their work.

Resources
There is a range of resources to support the teaching of English across the school. All classrooms have dictionaries / thesauruses and a range of age-appropriate small apparatus. All classrooms have a selection of fiction and non-fiction texts. All classrooms have an interactive whiteboard and surround sound system. Other audio-visual aids are also available within the school. The library contains a range of books to support children's individual research. Table resources, such as vocabulary and spelling lists, are also always available to support children's learning.

Handwriting
Development of handwriting begins in the Foundation phase and continues throughout each year group. From reception the children develop a printing style of handwriting and children are expected to be joining their letters by the end of year 2. The school follows the progression for hand writing as identified in the National Curriculum, which outlines the developmental stages of writing.

Phonics and Spellings
The phonics programme is based on the Letters and Sounds document. Phase 1 begins in nursery in which the children explore a range of songs and rhymes. During Reception and Key Stage 1 children are expected to cover the phonic phases 2, 3 4, 5, and 6. Where appropriate, children are set by ability and support groups are timetabled. At the end of Year 1 children are formally assessed through the statutory Phonics Screening Test. Spellings throughout the school are based on the spelling patterns and word lists as set out in the National Curriculum for each group. A range of resources are used to support spelling including the No nonsense spelling scheme.

Events to support English
Every year the school promotes a love of English through a variety of activities. These include visits by authors, workshops by theatre companies and the school's annual participation in World Book Day.

Monitoring and review
Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the English subject leader. The work of the subject leader also involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. Each term the subject leader writes an action plan and submits a review to the Head teacher at the end of that term celebrating achievements / developments. The leader has allocated non contact time to enable the review of samples of the children's work and undertake lesson observations of English teaching across the school to ensure continuity and progression.

Success of the Policy
Indicators used to determine the success of this policy include progress tracking data, SATs, end of year results, reports and report feedback, samples of work, lesson evaluations, marking and discussions with staff and pupils.