



The Forest CE Federation

'Small enough to care. Large enough to inspire

Valuing all God's children '

All things are possible for one who believes' Mark 9 v 23

English Policy

Curriculum Intent

The Forest CE Federation aims to provide children with an exciting, broad and balanced curriculum that will instil a love of learning. Our approach enables all children to become lifelong learners by developing transferable skills to equip them to succeed in a competitive world. A strong **Christian** ethos permeates through our daily lives ensuring our pupils are cared for in a safe, nurturing environment within our small **community**.

We believe in the “whole child” and are committed to children’s wider well-being through our **creative** inclusive curriculum, which is driven by our spiritual values.

Our curriculum is designed to spark **curiosity** in young minds through carefully planned opportunities for pupils to acquire, apply and master their knowledge and skills in a unique learning environment.

We know that a child who feels happy, safe and secure will have the **confidence** to try their best and achieve in all that they do. We endeavour to provide all children with the knowledge, skills and environment in which to thrive.

We define progress as the widening and deepening of essential knowledge, skills, understanding and behaviours. This is done through how we deliver our curriculum; Continuous Provision.

Aims

This policy aims to ensure that all children at the Forest Federation are offered a broad and balanced curriculum which embeds the application of English with opportunities to consolidate and reinforce taught skills. We strive for all children to reach their full potential, ensuring progression from individual starting points.

By the time children finish their education in Year 6, we aim for them to be able to:

- take pleasure in all aspects of English;
- read and write with confidence, fluency and understanding, developing a range of independent strategies to self-monitor and correct;
- develop the powers of imagination, inventiveness and critical awareness;
- have an interest in books and read for enjoyment;
- have an interest in words and their meanings allowing them to develop a growing vocabulary in spoken and written forms;

- understand a range of text types and genres allowing them to write in a variety of styles and forms appropriate to the situation;
- have an extended technical vocabulary to articulate their responses.

Planning:

- Teachers plan using the Talk4Writing model of imitate, innovate and invent. All planning is completed using a template which outlines the key stages in the learning process
- High quality model texts are carefully chosen as a basis for rich learning experiences and to provide opportunities for writing with a purpose.
- Plans are monitored by the English subject leaders, Senior Leadership team and the Executive Headteacher according to the monitoring timetable.

Pupils with special educational needs and individual education plans

Teachers aim to include all pupils fully in their daily English lessons. All children benefit from participating in modelled, shared and guided sessions. However a pupil whose difficulties are severe or complex may need to be supported with an individualised programme in the main part of the lesson.

Speaking and Listening Aims:

- To listen, evaluate and respect the opinion of others
- To speak expressively and confidently about a range of topics through class discussions and debates
- To provide a range of opportunities for children to talk and listen in formal and informal settings
- To use drama and role play to develop confidence when addressing an audience
- To use discussion during shared and guided reading and writing sessions
- To create an environment in which children feel safe when speaking about their thoughts and feelings

Teaching and Learning of Speaking and Listening

- Use of learning partners
- Class discussions and debates
- Retelling stories and poetry

- Talk4Writing
- Role play and drama
- Listening to a range of text/stories
- News sharing
- Listening, responding to and evaluating their own and others' contributions

Reading Aims:

- To create a reading culture that celebrates a love and enjoyment of books
- To help children become critical readers to give them greater understanding of the wider world
- To provide a wide range of reading materials, e.g. big books, comics, newspapers, encyclopaedias, posters, electronic readers, etc.
- To develop children's reading skills through using books matched to individual children's abilities
- To develop retrieval skills through a range of information texts, including those related to the class topic

Teaching and Learning of Reading

- Experiences of hearing high quality texts – daily class reading time
- Use of big books and digital books for class reading and the teaching of reading strategies
- Modelled and shared reading including fiction, non-fiction and poetry
- Guided reading sessions using texts appropriate to level
- Regular opportunities to share books with the class teacher
- Interventions when appropriate, including reading volunteers
- Opportunities for independent reading, both at school and at home
- Studying texts by significant authors and poets
- Use of Book Talk

Writing Aims:

- To understand the importance of audience and purpose
- To develop strategies to communicate effectively through the written word
- To write in a variety of forms
- To recognise that writing can be a collaborative effort
- To recognise that drafting and redrafting is an essential part of the writing process
- To recognise that spelling and grammar are important skills and ensure that children have a range of strategies to move towards the conventions of the written word

Teaching and Learning of Writing:

- Use of Talk4Writing
- Modelled, shared and guided writing
- Using dictionaries and thesauri to support the use of interesting vocabulary
- The use of model texts to develop key skills in writing
- Children need to know and apply the steps taken in the drafting and editing process
- Opportunities to write from real life experiences
- Opportunities to write in a variety of forms and for different audiences, using high quality model texts as a stimulus
- Grammar skills are taught in the context of writing for real purposes
- Opportunities to publish work through a variety of media
- Through marking, children are required to make improvements from teachers' comments
- Peer marking against Learning Objectives and Toolkits

Spelling:

Is a continuation of the teaching of synthetic phonics through Sounds Write using the Babcock Spelling Scheme.

Teaching and Learning of Spelling:

- Daily teaching of spelling strategies (Babcock scheme)
- A range of strategies taught through interactive activities
- The marking of work (for specific spelling objectives)
- Encouragement of dictionary/thesaurus use.

Handwriting:

We place a high value on the presentation of all children's work. We use Kinetic Letters from Reception upwards. Daily handwriting lessons are taught in KS1 and then weekly in KS2. All children write in pencil until they receive their pen licence and then move onto handwriting pens.

Assessment:

The children's progress in English is monitored closely by the class teacher. Within each unit of work, the children complete a 'cold' and 'hot' task so that progress can be measured. Termly assessments in reading and writing are reported to the English subject leaders and the Executive Headteacher, which then form a basis for monitoring. The children are involved in discussions around their work and help set targets for future work.

The English subject leaders, Executive Headteacher and Governors work closely together analysing school data to identify trends and areas for improvement. See curriculum and standards governors meeting minutes for more information.

This policy will be reviewed in September 2020.

Signed: _____