

St James' C of E Primary School



SAINT JAMES'
Church of England School



The St James' LEARN curriculum.

L	Love Jesus	
E	Equality for Everyone	
A	Attend every day	
R	Reach for the stars	
N	Never give up	

*We are walking hand in hand with Jesus
fulfilling the potential God has given us.*

'For with God nothing is impossible'

Luke 1:37

English Policy 2024

Luke 1:37 "For with GOD nothing shall be impossible"

Our LEARN Curriculum Key Principles:

Our **LEARN** curriculum ensures that our children are successful in learning and in life, no matter what their starting points and barriers to learning may be by:

- Promoting positive partnerships to support the families of our school who speak 15 different languages and who come from many varied faiths and none. So that ALL our pupils are settled in school and ready to **LEARN**.
- Providing nurture, emotional, financial, and spiritual support to our pupils and All stakeholders. So that families and children are fully supported and are in the best place they can be and ready to **LEARN**.
- By understanding our community and thus providing learning opportunities in environments which promote reading, oracy, and the constant development of vocabulary. So that our pupils are equipped with the skills they need to flourish in life and **LEARN**.
- By providing dedicated nurture spaces to offer emotional and practical support to meet the needs of ALL of our pupils thus allowing them to **LEARN**.
- A curriculum which will be inclusive, aspirational, and relevant and respectful to the culture and customs of our children and families. So that our children want to come to school, are engaged with their individual needs met, and experience a full and varied range of opportunities to enrich their lives and **LEARNING** experience.

Because we truly believe that **'For with God nothing is impossible'**

What is English?

Introduction

Our writing curriculum is designed to provide a broad and balanced education that meets the needs of all children. We follow the award-winning Ready Steady Write from Literacy Counts to develop confident, independent and successful writers with high aspirations. Our writing curriculum is research-informed and impact-proven, carefully designed to support all children to master the foundational skills and write for a clear audience and purpose. Through the use of high-quality, vocabulary-rich texts, we provide exciting and meaningful reasons to write. Children are immersed in literature and taught to craft their writing with precision, using a range of pedagogical approaches, including sentence accuracy, modelled writing and shared writing, as well as regular opportunities for editing. We value spoken language as a foundation for writing. Through structured talk, drama and vocabulary exploration, children learn how to organise and express their ideas clearly, before writing them down. Our aim is for every child – regardless of need – to write fluently and take pride in their work. We want our pupils to leave primary school as enthusiastic writers, ready for the next stage of their education.

Intent

English has always been held in high regard at St James'. Topics are informed by the National Curriculum and are sensitive to the children's interests. The curriculum at St James' has been carefully planned and structured to ensure that current learning is linked to previous learning, building upon existing skills covered in previous years in more depth, and that the school's approaches are informed by current pedagogy. With God at the centre of our school, every child is valued. We prepare them to be a member of a class, school, and local community and also for their future role in modern Britain and as a global citizen.

The curriculum ensures academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development. Wellbeing and emotional health are key elements that support the development of the whole child and promote a positive attitude to learning.

Effective English teaching will:

- Teach pupils to tackle and master a range of styles by: -
 - giving pupils the opportunity to write for a variety of different purposes and audiences, and teaching them skills to do this appropriately
 - using their reading to raise the standard and quality of their writing, and encouraging them to relate their own writing to that of others in developing style
 - teaching them how knowledge about story structure and conventions can improve their own writing.
- Encourage pupils to structure their work with increasing independence by: -
 - encouraging them to develop their ability to plan, organise and structure their writing in a variety of ways using their experience of fiction, poetry and non-fiction texts
 - teaching them to write with increasing confidence, fluency and accuracy, using reference skills when necessary.
- Allow pupils to reflect independently on what they have written by: -
 - giving them opportunities to collaborate, to read their work aloud, and to consider and discuss the quality of their writing, thus encouraging the faculty of self-criticism through effective use of assessment for learning (AFL)
- Use a growing accuracy in sentence construction, punctuation and paragraphing, and a developing command of Standard English by: -
 - giving them the opportunity to review, revise and redraft their work in the light of their increasing awareness of the conventions of spoken and written English
 - to teach them points of grammar, spelling, etc. leading towards increased accuracy
- Enable pupils to convey meaning appropriately for different purposes by: -
 - teaching them to order, organise and present their work so that it is accessible to themselves or to others
 - promoting awareness of writing and its conventions throughout all National Curriculum subjects (Dreaming Big and becoming authors!).

Implementation

By the end of Year 6 pupils will have developed a sound understanding of how to write for a series of purposes, with a specific intention, audience, style and structure in mind, which is informed by different genres of writing. They will have a growing knowledge of specific vocabulary which can be applied confidently and can be well-articulated. They will have a sound understanding of how to edit and improve a piece of writing and produce writing that they are proud of.

Planning is informed by and aligned with the national curriculum. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge. An important part of the English curriculum is the ability to retain and re-use knowledge, vocabulary and skills in a progressive and developmental way throughout the journey through school. Retrieval practice takes place within each lesson.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters' as the supporting guidance, however the Early Learning Goals are the end point for our children in EYFS. Children within the EYFS are exposed to writing through the specific area of 'literacy'. In EYFS literacy is taught through Literacy carpet sessions and Ready, Steady, Write in Reception.

In EYFS Ready Steady Write is taught 3 times weekly throughout the year. In KS1 and KS2 English taught daily throughout the academic year.

Each genre of writing has a well-planned, progression document which outlines key essential skills that will be taught and detailed lessons plans with accompanying resources. Teacher annotate their daily lesson plans and refer to them from lesson to lesson. Specific annotation will include personalised adaptations for all SEN, a plan for the TA and their role. Each writing outcome has:

- Retrieval and learning of essential skills through the use of Sentence Accuracy.
- learning objectives – written as 'I can...' statements to link into teacher/peer/self-evaluation
- detailed knowledge and skills written into each lesson to ensure coverage
- opportunities for incidental writing to apply skills taught
- Lessons which follow the formula of immerse, analyse, plan and write

Our lessons are based around 5 sections – please see below:

RETRIEVAL: review and activate knowledge/skills/vocab from previous lesson; previous series of lessons; previous linking of units, place learning in a wider context

HOOK: set the scene, provide the 'big picture', share learning objectives

EXPLICIT TEACHING & MODELLING: pupils receive new information; instruction/exposition (teaching) breaking down learning into small steps/modelling/scaffolding/sharing success criteria

INDEPENDENT PRACTICE & APPLY: pupils make sense of information, processing, understanding (learning)

PLENARY review information/learning

Depending upon each individual lesson, these will be implemented in a variety of orders.

Some features of our English curriculum include:

- thoroughness in knowledge-building, achieved through intricate coherence and tight sequencing;
- global and cultural breadth, embracing wide diversity across ethnicity, gender, region and community;
- rapid impact on literacy through systematic introduction and revisiting of new vocabulary;
- well-told stories: beautifully written narratives and the nurture of teachers' own story-telling art;
- a highly inclusive approach, secured partly through common knowledge (giving access to common language) and partly through thorough high-leverage teaching that is pacy, oral, interactive and fun;
- efficient use of lesson time, blending sharp pace, sustained practice and structured reflection;.

Support for SEND

English lessons are inclusive to pupils with special educational needs and disabilities. Within English lessons, teachers have a responsibility to not only provide support for children with SEND but also activities that provide sufficient challenge for children who are high achievers. It is the teachers' responsibility to ensure that all children are challenged at a level appropriate to their ability.

Where appropriate, support and challenge can be given in a variety of ways specific to English. It is the teachers' responsibility to tailor resources to the needs of their children.

We provide opportunities to teach key vocabulary from vocabulary word mats used to support the children's understanding, that is appropriate to the intended writing genre and desired writing outcome. To cater to the needs of all pupils, staff may provide differentiated support in lessons. This is annotated onto the teacher's session plans.

Children who have been identified as having gaps or misconceptions in their learning, may be subject to additional intervention to bridge gaps.

Supporting SEND Areas of Need in English

Cognition and Learning	Communication and Interaction
• Make sure you know the level of difficulty of any text you expect the pupil to read- pre-prepare a pupil if you are going to ask them to read aloud in class. • Pre-teaching of subject vocabulary • Pupils encouraged to explain what they have to do to check understanding • Links to prior learning explicitly made • Key learning points reviewed at appropriate times during and end of lesson • Alphabet strips/phonics/phoneme mats available • Key words available • Texts which reflect interest and age range – range of 'hi-lo' (high interest, low reading age) available in class libraries • Diagrams and pictures to add meaning alongside text • Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders, post it notes, type... • Occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of shared writing for 'publication' e.g. displayed on the wall, read to other children etc • Additional time to complete tasks if necessary	• 'Rules' of good speaking & listening displayed, taught, modelled and regularly reinforced • Pupils aware of pre-arranged cues for active listening (e.g. silent signals) • Delivery of information slowed down with time given to allow processing • Pupils are encouraged – and shown – how to seek clarification • Ensure that preferred methods of communication (as well as level of eye-contact) known by all staff within school • TA's used effectively to explain and support pupils to ask and answer questions • Support/nurture co-ordinated for times of stress e.g. coming to school, PE, free time... • Access to a quiet, distraction free workstation if needed • Checklists and task lists/now and next boards – simple and with visual cues • Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words • System of visual feedback in place to show if something has been understood • Speak its / talk tactics used to encourage responses
Social, Emotional and Mental Health (SEMH)	Physical and Sensory
• Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence. • Refer pupils regularly to school rules, whole class targets and use consistently – ensuring that supply staff apply same consistency. Make expectations for behaviour explicit by consistently following the school behaviour policy • Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources • Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks • Communicate in a calm, clear manner • Transition from whole class work to independent or group work is taught, clearly signalled and actively managed • Ensure groupings provide positive role models • Legitimise movement by getting pupil to take a message, collect an item, if necessary	• Organise the classroom to allow free movement • Allow the child plenty of space to work – where space allows, could he/she be placed next to a 'free' desk? • Ensure that left and right-handed pupils are not sitting next to each other with writing hands adjacent • Seating should allow pupil to rest both feet flat on the floor – check chair heights • Desk should be at elbow height • Sloping desk provided if possible • Ensure range of different pen/pencil grips are available • Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other • Encourage oral presentations as an alternative to some written work • Lined paper with spaces sufficiently wide to accommodate pupil's handwriting • Allow additional time to complete tasks • Allow access to lap-tops/tablets etc. & teach key board skills (e.g. BBC 'Dance Mat' typing)

• Give the pupil a classroom responsibility to raise self-esteem • Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, wake up and shake up • Where possible, create a quiet area both for working and as a 'quiet time' zone • Use a visual timer to measure and extend time on task – start small and praise, praise, praise • Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises • Communicate positive achievements – no matter how small – with home and encourage home to do the same. • Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.	• Give as many first hand 'real' multi-sensory experiences as possible • Slow down speech rate a little, but keep natural fluency • Do not limit use of rich and varied language – trying to stick to short words and limited vocabulary can limit natural speech patterns and full meaning • Allow more thinking and talking time • Face the pupil when speaking • Keep background noise to a minimum • Key words on board to focus introduction and conclusion • Use visual symbols to support understanding
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Impact

The teaching of English at St James' will enable children to have a wider and deeper understanding of the writing process. It will equip them with a knowledge of what makes a writer and the reader/writer relationship and how to compose, edit and improve a piece of writing in a specific style, for a specific purpose.

Assessment and Reporting

We assess children's work in English by the two writing outcomes that children produce during each unit of work.

Assessment for learning is continuous throughout the planning, teaching and learning cycle. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching
- Using differentiated, open-ended questions that require children to explain and unpick their understanding
- Teacher/pupil conversations about their ideas and understanding; facilitating and listening to discussions
- Providing effective feedback to engage children with their learning and to provide opportunities for self-assessment
- 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
- Analysing errors and picking up on misconceptions

When children have completed their writing outcome, these are then written up in their "Write to Shine" book, which are then looked at and assessed by the teacher as a record of the pupil's writing and progress throughout the academic year. Teacher judgements are recorded termly and take into account the teacher's expectation of progress, which will be achieved by the end of the academic year.

Classroom Support

Teaching Assistants and helpers are used in English to assist:

- In the classroom throughout the school by working with groups and individuals on task.
- In providing targeted and positive support to those pupils identified with difficulties.
- In providing other help, such as preparation of resources and display work.

Display

Teachers display the writing journey on their working walls for the genre of writing and writing outcome that they are working towards. Displays show the learning journey of the key parts of our writing process. Displays show evidence of Immerse, Analyse, Plan and Write as well as key vocabulary, spelling, grammar and punctuation that the pupils have been working on.

Monitoring

Monitoring of English is completed by the subject lead half termly. This can be found in the LEARN curriculum monitoring file. Any feedback from monitoring is shared to staff through E mails and one to one discussions.