



At Fulwell Infant School Academy English is set within a broad, integrated curriculum. We aim to ensure that every child has access to the intentions set out in our curriculum intent document.

INTENT

At Fulwell Infant Academy our English lessons aim to develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. We use Read, Write Inc. for our phonics programme and provide fidelity to the programme by ensuring consistent teaching of phonics across the whole school. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension and inference skills. Parents are given clear expectations about reading at home.

We develop writing skills so that our pupils have the stamina and ability to write at the age expected standards or above. To support children in moving towards independent writing we provide a wide range of activities including use of modelled, shared and guided writing, peer editing and discussion. We use a 'talk for writing' model to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide many opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be displayed and read by real audiences. On a regular basis, special acknowledgements are awarded to children whose work has reached or exceeded the expected standard. Handwriting sessions are incorporated into the curriculum and practising letter formation is a specific focus from Nursery through to Year Two. Our aim is for all children to develop a neat and legible handwriting style. We develop this further by introducing joined handwriting in Year Two. A range of extra activities are used to promote literacy within the school including out of school visits, visitors to school, World Book Day and illustrator / author visits.



Essential Characteristics

Reading

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.



Writing

- The ability to write fluently and with interesting detail on a number of topics throughout the curriculum.
- A vivid imagination which makes readers engage with and enjoy their writing.
- A highly developed vocabulary and an excellent knowledge of writing techniques to extend details or description.
- Well-organised and structured writing, which includes a variety of sentence structures.
- Excellent transcription skills that ensure their writing is well presented and punctuated, spelled correctly and neat.
- A love of writing and an appreciation of its educational, cultural and entertainment values.



Oracy

- An exceptional talent for listening attentively so as to understand what is being said and responding appropriately.
- A rich and varied vocabulary that gives clarity and interest to conversations.
- Speaking audibly and fluently which can be easily understood by a range of audiences.
- An excellent grasp of the rules used in English conversation, such as tenses and the grammatical structure of sentences, promoting high standards of Standard English.
- A highly developed ability to tell stories that capture the interest and imagination of the audience.
- A delight in initiating and joining in conversations by asking relevant questions to extend understanding and knowledge
- Respect for others when communicating, even when views differ.
- To participate in discussions, presentations, performances, role play and debates where all children are listened to and respected.



TIME ALLOCATION

The English Curriculum is organised into:

- A period of designated time – equivalent to at least one hour daily, during which Transcription, Composition and Writing – vocabulary, grammar and punctuation objectives are taught, through shared and guided writing and reading activities.
- Phonics, handwriting and Reading (word reading and comprehension) are applied during this time, however they also have discrete sessions teaching sessions additional to this time on a daily basis.
- Up to two sessions of extended writing a week (age appropriate).
- A daily guided reading session
- Opportunities for handwriting practice
- Opportunities for silent reading and 1:1 reading
- Opportunity to reflect on weekly spellings in detail
- Opportunities to develop interactive speaking and listening skills through cross-curricular links on a daily basis
- Informal learning which goes on throughout the school day and all curriculum areas
- It is difficult to estimate the total amount of time allocated to the teaching and learning of English, because it pervades all curriculum areas.

BEHAVIOUR AND ATTITUDES

It is a key aim of our school to develop in all children a range of positive attitudes towards their own and other children's language and culture. Through high expectations of behaviour and attitude in English we encourage our children to become responsible citizens, showing a tolerance and respect for their peers and a growing awareness of their place in a global, cultural setting.



IMPLEMENTATION

- Motivate and stimulate interest and excitement for learning
- Ensure children discuss and take an active part in their learning
- Address the literacy and numeracy needs of each individual and make full use of ICT in the provision of learning opportunities for all learners with additional educational needs, setting appropriate yet challenging targets for improvement.
- Provide a broad, balanced and enriched curriculum using a thematic approach where curriculum areas are linked.
- Ensure children embed key concepts in their long-term memory.
- Provide opportunities that extend and enrich learning to include visits or visitors, where appropriate.
- Ensure that we use a range of classroom practice and teaching style appropriate to the needs of the learners in the group.
- Use the full range of differentiation (scaffold and challenge) strategies to ensure that all learners have the opportunity to access the curriculum and make progress and adopt teaching methods that reflect the differing learning styles of the individuals in the group.
- Monitor progress against targets and share the information with the learner and parents
- Seek to overcome potential barriers to effective inclusion and plan immediate intervention when necessary.
- Ensure displays in the learning environment celebrate the achievement of our children and scaffolds their learning to extend their achievement further.
- Provide home learning activities which extend and support learning.

Curriculum planning for English

Long term plans map out the themes covered in each term for each year group in key stage 1. The curriculum leader for English will liaise with all curriculum leaders to ensure that learning builds upon learning.

Medium term plans

- a mapping overview of content [which are constantly being reviewed and amended to ensure relevance for the cohort of children, give details of each unit of work for each term. They ensure an appropriate balance and distribution of work across each term.
- Key skills development to ensure children progress at a level according to their ability. They identify learning objectives and outcomes for each theme.

Short-term plans are completed by staff for each block of learning.

These include:

- the specific learning objectives and detail how the lessons are to be taught,
- the purpose of the learning and why it is important,
- success criteria which are shared with the children to ensure children understand their next steps to learning,
- activities to engage the children and to lead their development through active participation.

We plan the activities in English so that they build upon the prior learning of the children. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.

Planning is recorded in class files which are accessible to all staff. In this way subject/curriculum leaders can monitor and develop learning within their curriculum area. Scrutinies of planning and work are carried out by subject leader/leadership with feedback given to ensure children access the full curriculum. We will ensure that we plan to meet the needs of the following clearly identifiable groups:

- Gifted and talented learners
- Learners from different ethnic groups
- Learners for whom English is an Additional Language
- Learners with Special Needs and disabilities
- LGBT
- Learners with emotional, behavioural or social needs
- Learners who are at risk of disaffection or exclusion
- Learners who are "Looked After" in public care
- Learners in receipt of Pupil Premium

SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

Learning through English contributes to the children's spiritual development in many ways. We provide children with the opportunity to discuss moral questions, what is right and wrong. Children learn how society has changed and develop skills to become good citizens. They study their own rich cultural heritage and developing an understanding of how this culture is enriched by the multi-cultural British society of today, based on



British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Personal development

'Language and literacy are of personal, social and economic importance. Activities that address critical literacy outcomes enable children to make informed decisions and develop evidenced-based attitudes that will be of life-long use. We strongly encourage all of our children to become confident and resilient learners who understand the importance of belonging to a caring and respectful wider community.

ENRICHMENT

We have a rigorous, well organised and progressive English curriculum that provides many purposeful opportunities for reading, writing and oracy. We use a wide variety of quality texts and resources to motivate and inspire our children. We also provide a wealth of enrichment opportunities, from hosting book fairs each year, author/ illustrator visits, writing competitions, visits to Fulwell Junior School to participate in discussions and drama, concerts and class assemblies, all of which nurture a community of enthusiastic readers and writers who enjoy showcasing their developing literacy skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

RESOURCES

We have sufficient resources available in school to meet the needs of the Academy Curriculum. This allows resources to be matched to any developments in the curriculum, through the teaching of knowledge, skills and understanding.

ASSESSMENT

Formative assessment involves spending time before and during each unit or theme time eliciting children's knowledge and understanding - Mind Mapping/ Spider Graphs, discussions etc. We follow the principles of Assessment for Learning in all of our Knowledge and understanding. This involves identifying a child's progress in each area of learning, determining what each child has learned and identifying the next steps in his/her learning, linked to the learning intention and success criteria for the session. Effective tools used by our teaching staff include:

- Sharing explicit learning intentions and success criteria
- Quality questioning Self-assessment and peer assessment against learning intentions and success criteria



- Effective/ immediate marking where children have oral feedback to enhance their writing and key spellings to be practised in green pen
- Summative assessment involves spending time at the end of each unit or at the end of year assessing children's skills and understanding. The National Baseline will provide a baseline assessment level for each child. Class teachers assess children against key learning, identified on the termly foundation plan. This identifies children needing additional support and those who are working at a mastery level.

Assessment against the National Curriculum allows us to consider each child's attainment and progress against age related expectations. This ensures that our teaching is matched to the child's needs. Intervention is provided, as set out in the renewed SEN code of Practice (2014), through quality first teaching and where a child is in receipt of a statement of Special Educational Needs or Education Health Care (EHC) plan a specific education plan will be in place linked to specific targets. The targets may include, as appropriate, specific targets relating to reading and writing.

INCLUSION

The governors and staff of the academy are committed to providing an inclusive range of high quality learning opportunities for everyone involved with the school and Community. We will ensure that everyone has an equal opportunity to access the full range of provision available in English and will actively seek to remove barriers to learning and participation. The teaching and learning, achievements, attitudes and well-being of every child are important.

HEALTH AND SAFETY

The teacher will be responsible for planned activities within English that are appropriately risk assessed to comply with health and safety requirements. They are also responsible for the health and safety of themselves, classroom assistants, visitors and pupils within their class.

IMPACT

Leadership will consider first hand evidence of how children are doing in each subject. Quality first teaching in response to the planned curriculum will provide evidence and information to answer the key questions listed below:

Do all our children achieve as much as they can?

Are there differences in the achievement of different groups of children?



What are we doing for those children who we know are not achieving their potential?

Are our actions effective?

Is the curriculum promoting outstanding learning?

SUBJECT LEADER

The Subject Leader has the responsibility for overseeing and resourcing the subject. There is an annual budget for resourcing English so that effective teaching can take place and the school's policy can be maintained. This may vary from year to year according to curricular priority and resources available.

MONITORING AND REVIEW

The leadership team (including the English leaders) are responsible for monitoring planning and the standard of children's work. Monitoring activities include planning and work scrutinies. This involves interviewing children across key stages. Children are asked focused questions about their learning with their work. This enables curriculum leaders to monitor progress within their subject. The curriculum leader supports colleagues in the teaching of English, by giving them information about current developments in the subject and by providing a strategic lead and direction for the curriculum area in the school. Curriculum leaders meet with governors, as appropriate, to discuss current developments in their subject. Key questions are discussed during these meetings.

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