



St Nicholas^{CE}
First School

learning and believing, growing and achieving

Subject Information: English

Can I decode words?

Can I use context cues to help me read and understand?

Can I respond to characters and events in books?

Can I edit and improve my writing?

Can I use text features in my own writing?

Can I identify important features?

**Learning and Believing,
Growing and Achieving**

Principles of English at St Nicholas CE First School

At St Nicholas CE First School, English is:

- A way for pupils to develop a love of books and to engage in a wide range of texts
- An opportunity for staff to teach a wide range of skills in a progressive way, building on skills already acquired
- Opportunities for pupils to develop, practise and enhance their skills in reading, writing and speaking and listening
- An opportunity for staff to teach creatively, making links with other curriculum areas
- A way for pupils to become critical learners who are able to edit and improve their own writing
- Opportunities for pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- A critical tool to enable pupils to access and achieve in all other curriculum areas

What is English?

English is a core subject in the National Curriculum for England for KS1 and KS2, and is developed across the Early Years Foundation Stage learning goals. The development of skills in English is fundamental to all areas of learning, as it unlocks access to the wider curriculum. At St. Nicholas First School we believe that the acquisition of English skills increases opportunities for the individual in all aspects of life.

How is English taught?

English is split into the 3 following broad areas; Reading, Writing and Speaking and Listening. English is taught daily throughout the school. In the Early Years Foundation Stage and Key Stage 1, there is a strong emphasis on the teaching of phonics to develop reading and writing. English skills are taught in a progressive manner, allowing children to build upon and extend their current skill base. All children are provided with opportunities to engage in a wide range of texts, in order to foster a love of reading as well as to model and enhance their own writing. Knowledge, understanding and skills taught within English lessons are regularly applied across the curriculum, in order to promote teaching and learning for mastery.



How will pupils learn?

Pupils are taught in mixed ability classes, with all lessons differentiated according to ability and need. Pupils are taught the necessary skills in an engaging and motivating manner which inspires them to learn. Pupils are given the opportunity to engage in a wide range of texts, in order to develop their own skills. Teachers mark and assess work closely, identifying next steps for all groups of learners. Pupils are encouraged to be critical of their own and others work. To promote a rich partnership in learning between pupils, they will work independently, in pairs, and in small groups; this will enable effective learning discussions to take place and the sharing and modelling of knowledge, understanding and skills.

What will pupils learn?

Pupils will learn the following in each phase:

EYFS	Key Stage 1	Key Stage 2
<p>The use of English is promoted and embedded across all of the early learning goals:</p> <ul style="list-style-type: none"> • communication and language. • physical development. • personal, social and emotional development. • literacy. • mathematics. • understanding the world. • expressive arts and design. 	<ul style="list-style-type: none"> • Pupils learn to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Pupils learn to read accurately by blending the sounds in words that contain the graphemes taught and to recognise alternative sounds for graphemes • Pupils read common exception words • Pupils re-read books to build up fluency and confidence in word reading. • Pupils learn to foster a love of reading through being exposed to a wide range of fiction, non-fiction and poetry • Pupils learn to spell by segmenting spoken words into phonemes and representing these by graphemes • Pupils learn to spell common exception words • Pupils learn to spell words with contracted forms • Pupils learn to spell homophones and near-homophones • Pupils learn to add suffixes to words • Pupils learn to form lower-case letters of the correct size relative to one another, to leave appropriate spacing between words and to develop cursive handwriting • Pupils develop positive attitudes towards and stamina for writing a range of narrative, non-narrative and poetry types. • Pupils learn to plan and evaluate their writing 	<ul style="list-style-type: none"> • Pupils learn to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Pupils learn to read further exception words • Pupils develop positive attitudes to reading and understand what they read • Pupils read books that are structured in different ways and read for a range of purposes, for example using dictionaries to check the meaning of words that they have read • Pupils learn to identify themes and conventions in a wide range of books • Pupils use further prefixes and suffixes and understand how to add them to spell words that are often misspelt • Pupils learn to place the possessive apostrophe accurately in words • Pupils use the first two or three letters of a word to check spelling in a dictionary • Pupils learn to increase the legibility, consistency and quality of their handwriting • Pupils learn to plan, draft, evaluate and edit their writing in a wide range of narrative, non-narrative and poetry units • Pupils learn to read aloud and perform using appropriate intonation



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How is learning assessed?

Learning in English is assessed continually within each lesson to ensure that staff plan for progression. This ensures that all groups of pupils are both supported and challenged to enable them to make at least expected progress. In writing, staff ask all pupils in Key Stage 1 and 2 to complete a 'Cold Task' at the start of each unit to enable staff to identify next steps in learning for all groups of pupils. Progress is assessed through a 'Hot Write' at the end of each unit. Each half term, pupils complete a piece of independent, assessed writing which is closely marked by teachers and evidenced on the pupils' individual writing assessment sheet. In spelling, pupils are given words to practise at home based on phonics/spelling rules taught. Pupils are tested weekly on their ability to apply phonics and spelling patterns, as well as their ability to spell common exception words. All pupils in Key Stage 1 and 2 complete a weekly Guided Reading session with their class teacher, as well as independent follow up session. During each session, the children are assessed against the objective taught. Each half term the pupils in Key Stage 1 and 2 complete a 'Rising Stars' reading assessment, which helps staff to complete a formative assessment of each pupil. In September and July all pupils complete a Salford Reading Test which enables staff to assess individuals reading ages. Progress is monitored between September and July; if limited progress is made, or if pupils reading age is significantly below their chronological age, pupils should be identified for intervention. At the end of each term, staff take into account their assessments and evidence of each individual pupil to come to a judgement as to whether they are: Working Towards/Working at/Working Above the Expected Standard.

In the Early Years Foundation Stage, the use of observations underpinned by personalised and creative learning activities, enable staff to draw conclusions and judgements about pupils' understanding of technology across the early learning goals. Staff complete phonic assessments with pupils at the end of each phase.

Access to Resources

Staff and pupils have access to a rich and varied set of texts to support both the teaching and learning of reading and writing throughout school. Staff and pupils have access to a range of online resources including multi media and visual literacy. Pupils have access to age appropriate word books, dictionaries and thesauruses to support and enhance their spelling and vocabulary. Pupils who find reading and writing difficult have access to a range of dyslexia friendly resources and approaches. Resources at St. Nicholas School enable all groups of learners to be supported and challenged.

How does it promote fundamental British Values and SMSC?

British Values – Pupils read books with themes covering tolerance, mutual respect and democracy. Pupils look at how these themes are presented and how characters embody these values. Lessons explore the meaning of concepts such as liberty, democracy and tolerance

Spiritual Development – Pupils read a range of texts which inform their perspective on life and their interest in and respect for different people's feelings and values. Books create a sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Pupils are encouraged to use their imagination and creativity in their learning. English promotes opportunities for pupils to reflect on their experiences.

Moral Development – Pupils will explore different concepts of right and wrong when reading and responding to a range of texts; for example fables and stories with dilemmas

Social Development – As well as enabling pupils to develop a wide range of basic skills, the teaching of English is used to achieve social goals. English enables pupils to develop a set of values, attitudes and beliefs about themselves and others. Through exploring a wide range of texts, pupils are taught to recognise themes such as friendship, jealousy and helpfulness. Pupils are exposed to a range of characters' feelings, which in turn enables them to access and describe their own emotions. Drama opportunities enable pupils to practise social skills such as turn taking and conversational skills.

Cultural Development – Pupils read and respond to a range of poetry and stories from other cultures