



## Court de Wyck Church School English Policy

### **Growing Together, Belonging and Achieving**

Everybody in our caring Christian Community inspiring, nurturing and challenging each other to do their best in mind, body and spirit to achieve more than they ever thought possible.

**John 10:10 'Life in all its fullness'**

### **Our Curriculum Intent**

*At Court de Wyck Church School our curriculum is child-centred, aspirational and purposeful in order to instil within our pupils the knowledge, skills and confidence needed for their ever-changing futures. Its focus is on nurturing pupils' natural curiosity and love of learning, supporting them to develop resilience and understanding of the world around them. It encourages pupils to make connections and to be creative, independent thinkers who relate their learning to real-life experiences. At the heart of our curriculum are our Christian values and the dedication to working collaboratively to achieve more than we ever thought possible.*

### **Our English Intent**

- It is tailored to meet the needs of Court de Wyck Church School, its context within a semi-rural village setting and its pupils who come from a diverse social background.
- It is rooted in the needs of our community, drawing on local culture and heritage. An example of this is celebrating local significant individuals such as Brunel and Hannah More and visiting key local landmarks such as Tynesfield, SS Great Britain and Clevedon Pier.
- It provides experience of and connections to the world beyond the school through a comprehensive programme of external visits/visitors.
- It provides a broad range of creative learning experiences to develop children's moral, spiritual, social, mental, physical and cultural understanding through our whole school values and the development of a contextually relevant curriculum.
- Is ambitious and aspirational for all pupils inspiring them to believe they can achieve more than they ever thought possible.
- It recognises and celebrates diversity welcoming each pupil as an individual.
- It secures pupils' core skills, knowledge and understanding to at least an age-appropriate level and beyond, and is adapted, designed, and developed for pupils with additional learning needs or disabilities.
- It provides coverage of the National Curriculum and ensures children make good progression from EYFS to Y6.
- It provides enrichment opportunities to broaden and enhance the curriculum experience for pupils through engaging Enquiry Questions and contextually specific learning opportunities to develop 'The Court de Wyck Child'.
- Is flexible and responds to pupils' interests, understanding and progress.



**At Court de Wyck, our English curriculum develops skills and knowledge that will enable children to:**

- communicate effectively and creatively with the world at large, through spoken and written language
- read English fluently
- respond critically to a wide range of texts, express opinions, articulate feelings and formulate responses to both fiction and non-fiction using appropriate technical vocabulary
- enjoy and appreciate literature and its rich variety
- be interested in words and their meanings, and to develop a growing vocabulary in both spoken and written form
- be able to write in a variety of styles and forms showing awareness of audience and purpose
- develop powers of imagination, inventiveness and critical awareness in all areas of English
- use grammar and punctuation accurately
- be competent spellers and understand spelling conventions
- produce effective, well presented written work.

## **Reading Intent**

We aim to foster a love of reading and storytelling and for reading to inspire curiosity, wonder and imagination. We prioritise reading across the curriculum for every child because without reading children cannot learn to the full. Through reading, our pupils can grow culturally, emotionally, intellectually, socially and spiritually. Our curriculum teaches core reading strategies, both in word reading and in reading comprehension, through well planned and sequenced lessons which build on prior knowledge over time. The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Reciprocal teaching is used to develop reading comprehension. This metacognitive approach encourages children to become reflective and self-directed learners as they think about their own thought processes during reading, are actively involved and monitor their comprehension as they read.

Through reading, children develop empathy for each other, for our community and the wider world. Through well-chosen and vocabulary rich texts, including fiction, non-fiction and poetry, our reading curriculum aims to empower children with the powerful knowledge, skills and values that they need to make sense of the world and to be caring and responsible global citizens.



## Reading Implementation

At Court de Wyck Church School, we aim to develop a love of reading. Reading is prioritised to allow children to access the full curriculum. We have fidelity to the Unlocking Letters and Sounds programme, with consistency with all resources, all staff fully trained, reading practice using fully decodable books matched to the child's phonic knowledge and daily handwriting practice.

**Phonics and Spelling** - Phonics is a key part of learning to read and is an essential strategy for learning to decode words, it enables children to decode automatically and helps in them being life-long readers. Explicit phonics sessions are taught daily in from EYFS to Y2, using the 'Unlocking Letters and Sounds' systematic synthetic phonics programme. Spelling and phonics sessions are taught from Y3 to Y6 using the National Curriculum spelling appendices and our own Court de Wyck Spelling Programme. We begin teaching phonics in the first few weeks of Term 1 in EYFS and children make rapid progress on their reading journey.

## See Appendix A Unlocking Letters and Sounds Progression

**Teaching and Learning – Reading** - Guided reading is taught once a week in groups up to Y3, and as a whole class in Y4-6. Children read individually with an adult at least weekly in EYFS and KS1 and at least twice a term in KS2. Reciprocal reading strategies are used to develop reading comprehension. This metacognitive approach encourages children to become reflective and self-directed learners as they think about their own thought processes during reading, are actively involved and monitor their comprehension as they read. There is regular time set aside in class for reading for pleasure as well as for 'book talk' where children have the opportunity to talk about books. Teachers share class books from a wide range of genres and each classroom has an attractive reading area. In shared reading, the teacher models the reading process to the whole class as an expert reader providing a high level of support. Sessions are characterised by explicit teaching of specific reading strategies, book talk and collaboration. Texts are rich and challenging, often beyond the current reading ability of the majority of the class, and are often linked to the English unit of work under current study or sometimes taken from the class novel. PIRA (reading comprehension) tests are used three times a year as an assessment tool and teachers and the English Lead use the data generated to monitor progress and attainment. Interventions are rapidly put into place to support pupils as appropriate.

**Individual Reading** -As pupils are developing reading fluency, frequent opportunities to practise reading individually with an adult are provided. As fluency is established, teachers plan for independent reading activities either during English lessons or at other times of the day. The focus for the independent reading is to provide practice, to develop personal response to text and crucially, reading for purpose and pleasure. Many other opportunities are provided for pupils to practise and extend reading in other subjects. Pupils select texts under the guidance of the teacher for



independent and home/school reading. Teachers monitor independent reading and discuss progress with individual pupils on a regular basis. Reading Partners provide additional support for children in all age groups.

Our Whole School Reading Challenge rewards children with certificates for the amount of times they practice reading either at home or at school with achievements displayed in each classroom. Children can achieve the following certificates:

Emerald – 10 reads

Sapphire- 25 reads

Ruby- 50 reads

Bronze- 75 reads

Silver- 100 reads

Gold – 150 reads

Super Reader – 200 reads

**See Appendix B for Unlocking Letters and Sounds Books Progression**

**See Appendix C for Court de Wyck Reading Levels Guide**

## **Reading Impact**

Continual assessment will inform the teacher if children are learning phonics in line with the curriculum, and interventions will swiftly be put in place as required. If a teacher identifies a specific need regarding a child's spelling, then an individualised programme will be given to the child in consultation with the child and parents. This intervention takes place with children from Term 2 in EYFS onwards. We use Unlocking Letters and Sounds Interventions as well as precision teaching and Nessy.

At Court de Wyck:

- Our children will be confident, fluent readers who enjoy reading and are able to articulate what makes a good reader.
- Our children will be able to explain how their reading has helped them to grow and develop empathy.
- Ongoing assessment of both word reading and reading comprehension will ensure that children make progress, with closely monitored intervention put quickly in place to support children who begin to fall behind.
- Through our reading curriculum, our children will be empowered with the powerful knowledge, skills and values that they need to make sense of the world and to be caring, responsible global citizens.



## Writing Intent

Writing impacts all areas of the curriculum and literacy skills empower individuals to unlock their potential as independent, lifelong learners and have a significant impact on self-esteem, motivation and aspirations for the future. Writing is an essential tool and is a vital form of communication, whether for a particular purpose for work, or for pleasure, and it makes a significant contribution to the development of children as thinkers and learners. Our ethos reflects a positive writing culture, in which writing is highly valued and writers are highly esteemed. We wish to ensure the most positive experience for children in learning to write, through supporting them to become enthusiastic and effective writers who will retain a lifelong enjoyment of writing. We enable children to become independent writers who can communicate effectively in writing, demonstrating an awareness of a variety of purposes and audiences. We are committed to providing purposeful opportunities for writing across all areas of the curriculum, teaching the children to develop a range of strategies and skills which will enable them to successfully be part of society as literate adults.

## Writing Implementation

**Quality text/stimulus** - At Court de Wyck Church School, we believe that the written outcomes pupils achieve are enhanced when teachers plan units of learning that are based around sustained pupil exposure to high quality text/stimulus. This must succeed in capturing pupil's interest, excite their imagination and sustain their engagement over an extended time frame. Writing Journeys usually begin with a 'Hook'. This could be a trip, visitor, drama activity, art activity, wow day or special event and will be related to the text and/or topic and designed to excite and engage the children's as real writers.

**The Writing Process** - At the start of each writing unit, the learning outcomes are communicated and a high quality WAGOLL (what a good one looks like) is shared with the children to make evident the high standard which is to be strived for. A success criteria is generated with the children, in order for the class to be fully involved in the learning journey. The teaching sequence is evident by high quality displays in the classroom showing children's learning and how it feeds into the final writing outcome. This will be indicated as a 'Final Write' and a relevant Success Criteria will be seen in the children's books. The Success Criteria is divided into three columns, with the first 'Know it' column identifying objectives the children should always achieve, the second 'Use it' column identifying objectives that will have been taught during this learning journey and the third 'Choose it' column identifying opportunities for Greater Depth.

Within this learning journey, there will be opportunities for whole class shared writing and group guided writing, with the teacher modelling the appropriate style of writing and focusing on the particular objectives for that group. Opportunities will be provided for collaborative (paired and group) and independent writing. Children will be able to apply their writing skills to all areas of the curriculum and are expected to write at a sustained high level in any context in which they write. A calm, purposeful writing atmosphere will be created to enable children to develop their writing, alongside a literacy rich environment, enhanced by quality displays and print.



**Assessment**- Assessment for Learning will be used to inform planning and to gain a clear sense of achievement for pupils as it is used to effectively move learning on. Children will be given high quality oral and/or written feedback about their writing, praising achievement and identifying next steps for learning. When feedback is given at the end of a Final Write, this will be identified on the Success Criteria with the use of a pink tick for achieved, green circle for not yet met and a green wavy line for next steps. Children will have opportunities to self-assess and edit their writing, and that of their peers, against agreed success criteria to promote independence and self-development.

**Grammar** - The National Curriculum 2014 sets out the learning for year groups 1-6 in relation to grammar and punctuation. These lessons are taught within the writing sequence where possible.

**Handwriting** – The 'Letterjoin' Handwriting Scheme is used from EYFS to Y6. This begins with being taught correct pencil grip, pencil control and letter formation through daily phonics. They are taught to form individual letters first so that they see them as individual letters before learning to join. In Year 1 pupils are taught to form all letters correctly, to ensure they are sitting on the line and are of consistent size and correct orientation. The use of cursive style is introduced in Y2. Children are encouraged to join their writing as soon as they are ready. The expectation is that pupils in Years 2- 6 write legibly in joined cursive style with increasing fluency and speed. Children from EYFS to Y6 have regular specific handwriting lessons where they use a handwriting practise book or 'Letterjoin' worksheets. High quality presentation and handwriting is always strived for and is part of our 'Every time we write' expectations and is specified on the first column of our writing success criterias. As part of publishing work, every term each child's 'Best Writing Yet' is displayed in each classroom so the children can celebrate the progress they make during the year and see themselves as successfully developing writers.

**See Appendix D for Progression in Reading and Writing Genres.**

## **Writing Impact**

- Our children will see themselves as writers and can use the features of different genres with increasing confidence as they progress through our school.
- Our children will acquire a rich vocabulary which they will be able to use orally and in their writing.
- They will be able to apply spelling rules and patterns successfully.
- They will be able to write clearly and effectively and adapt their language and style for a range of contexts, purposes and audiences.

Through the use of writing moderation and AfL, children's writing is assessed, and specific targeted interventions are put in place swiftly as required. For example, this may be to address handwriting, writing stamina, sentence construction or the use of a particular grammar type.



## Spoken Language Intent

At Court de Wyck Church School, we endeavour to enable all children to be able to:

- communicate effectively, speaking with increasing confidence, clarity and fluency
- participate in discussions and debate in a variety of contexts
- listen to the views, opinions and ideas of others with increased interest
- articulate ideas and thoughts clearly with appropriate tone and vocabulary,
- recognising audience
- respond to questions and opinions appropriately
- retell stories and poems which are known by heart
- ask questions with increasing relevance and insight

## Spoken Language Implementation

Children will have a wide range of opportunities to successfully develop their oracy skills. These can include:

- planned teaching and learning of speaking and listening skills, role play, drama, group discussion and interaction
- talking about their own experiences and recounting events
- participating in discussion and debate
- Talk for Writing approach
- retelling stories and poems
- expressing opinions and justifying ideas
- listening to stories read aloud
- presenting ideas to different audiences
- taking part in school performances and assemblies
- responding to different types of text
- talking to visitors in school
- use of Talk Partners
- listening to ideas and opinions of adults and peers

We recognise how vital it is that all children have the earliest opportunities to develop their oracy skills. As part of this, children in EYFS are part of the Nuffield Early Language Intervention programme.



## Spoken Language Impact

We aspire that our children at Court de Wyck Church School will have all the opportunities possible to develop their oracy skills at the earliest age possible. We recognise the positive impact that this will have upon all areas of the curriculum. Children will have a wide and rich vocabulary which will develop as they progress through school.

### **At the end of Key Stage 2 a Court de Wyck child will:**

- Be a fluent, confident and able reader, who can access a range of texts for pleasure, as well as use their reading skills to successfully access learning across all areas of the curriculum and beyond into their futures.
- Be able to communicate effectively through writing and spoken language and will be well prepared for their future education.

For Progression in Phonics see **Appendix A**

For Progression in Reading see **Appendix B and C**

For Progression in Reading and Writing Genres see **Appendix D**