

# Camblesforth Community Primary Academy:

## English Policy

### Camblesforth Primary Aims

Camblesforth Community Primary Academy believes that:

A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. We want all of our pupils to be able to read with confidence and fluency.

In line with the national curriculum for English, Camblesforth's aims are to ensure that all pupils:

- read easily, fluently and with good understanding develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Our English aims are supported by our Key Development Priorities on our School Development Plan.

SECTIONS	SUMMARY EVALUATION	
<b>KEY DEVELOPMENT PRIORITIES</b>	<ul style="list-style-type: none"><li>● <u>Strategic Priority One</u>: To effectively plan CPD and deliver a bespoke Personal development plan for individual staff which fits inline with systems at school level and across Ebor.</li><li>● <u>Strategic Priority Two</u>: To refine assessment strategies to fit inline with Pixl and development of therapies to close attainment gaps particularly in Maths.</li></ul>	

### **Summary of Intent**

#### **Reading**

Reading in Camblesforth is at the very heart of our curriculum. It is the lens through which our children learn about the world and find their place within it. From the start of their journey with us, children are supported to develop a love of reading. They are exposed to a wide range of high quality texts spanning authors and genres, and through a consistent and systematic approach to the teaching of phonics, are provided with the skills they need to decode. Our children will be empowered to engage in dialogue about their reading to develop their understanding of a text: they will learn to articulate their ideas with clarity in both writing and speech. We believe that reading is not only the key to academic success but integral to a development of identity and self. We also know that when children can read well, the wider curriculum is unlocked for them. Therefore, it is a key priority in our school to ensure that children finish KS1 ready to read with fluency and confidence as they move into KS2.

#### **Writing**

Writing at Camblesforth is designed to inspire and engage the young minds of children through creative exercises, evaluative thinking, planning and recording of their own experiences and those of the wider world. We aim to enable children to acquire a rich and broad vocabulary alongside a solid understanding of English grammar and the skills to spell words accurately. Audience and purpose form the foundation of our teaching and by the end of their time with us, children will have experienced writing for a wide range of reasons and a variety of readers. We strive to nurture independent writers who can refine and develop their writing over time, who take pride in their writing and who can develop the perseverance and resilience to record their writing.

### **Implementation**

High-quality English lessons are at the heart of our daily practice at Camblesforth.

In the Early Years, our youngest learners come and learn in a stimulating, language-rich environment. Based on the 'Development Matters' objectives, children learn a rich vocabulary based on meaningful interactions and exciting, well planned, stories, books and rhymes. Children learn how to communicate with adults and peers and articulate their ideas well. Communication skills are developed through every aspect of the Early Years Foundation Stage Curriculum. This includes daily group discussions, stories, singing, sharing circles, baking, gardening, school productions, Forest

## English Policy

School and assemblies. It is also supported through speech and language interventions for those who need it.

Children in Nursery enjoy stories and songs every day. They quickly develop the language skills they need to thrive during their time throughout school. In Reception, children know simple stories and have a good understanding of a range of books that they can relate to their own lives. They are confident to talk in group situations, they have a broad vocabulary and use a wide range of words in context. Through taught sessions, they refine their listening skills and they are ready for the longer focus sessions in Year 1. They listen, engage, ask questions, as well as answer them. Knowledge and skills have been re-visited and built upon throughout Early Years and children are ready to extend their Journey.



We follow the Little Wandle Revised Letters and Sounds scheme to teach phonics. Children in Nursery complete the Foundations in Phonics, playing listening games to help them tune into sounds. Children in Reception receive daily Phonics lessons from the day they start school and are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy. They read books matched to their Phonics knowledge three times a week in school and take the same book home the following week to practise with their family, in addition to a sharing book that is for children to read and enjoy together with their family.

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons use the same procedures, resources and mantras and focus on the gaps shown in the assessments at the end of each 5 week teaching cycle. The children are reassessed after three weeks.

### KS1

With a strong focus on teaching decoding skills, combined with understanding, children in Key Stage 1, learn to read with fluency and pace. We read to children every day. We choose these books carefully (mapped out on our Reading Spine) as we want children to experience a wide range of books, including books that reflect the children at Camblesforth and our local community as well as books that open windows into other worlds and cultures. Every classroom has an inviting book corner that encourages a love for reading. We curate these books and talk about them to entice children to read a wide range of books. We know that children who fail to learn to read early on start to dislike reading. Our rigorous planning and monitoring ensures that pupils keep up with their peers as much as possible. Where pupils make insufficient progress, extra efforts are made by our skilled staff team to provide them with extra practise and support. Children in Year 1 receive daily 30 minute Phonics lessons where they review Phases 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy. Children in KS1 read as part of a carousel with a mixture of adult-guided and independent reading activities. Each reading practice session has a clear focus, so that the demands of the session do not overload the children's working memory. The reading practice sessions have been designed to focus on three key reading skills:

## Camblesforth Community Primary Academy:

### English Policy

1. Decoding
2. Prosody: teaching children to read with understanding and expression
3. Comprehension: teaching children to understand the text.

In Year 2 we continue to teach reading in this way for any children who still need to practise reading with decodable books.

#### **KS2 Reading**

The National Curriculum for English supports long term planning within school. Whole class guided reading lessons are delivered in Y3-Y6 to allow all children to access a high quality, high challenge age appropriate text and develop text discussion and inference skills. Explicit vocabulary teaching also takes place within these daily sessions in addition to embedding reading fluency. Where pupils make insufficient progress, extra efforts are made by our skilled staff team to provide them with extra practise and support. Those children in KS2 with phonics gaps follow rigorous interventions to ensure rapid catch up.

Each class shows a strong reading culture with children and adults reading and recommending widely and with frequent opportunities to discuss texts. The school follows a reading spine that ensures children are exposed to a wide range of texts throughout their time at Camblesforth. This in turn enriches children's vocabulary, understanding of diversity and develops their cultural capital. All classes have a reading area which is carefully organised and rotated.

#### **Writing**

The National Curriculum for English supports the long term planning within school. Spellings are taught according to the rules and words of the English National Curriculum. Each class learns spellings based on a different phoneme each week. Our own English Progression Map ensures coverage of writing genres and purposes and aligns relevant skills to be taught with writing units. Moreover, children are taught EGPS alongside composition to ensure children have the necessary skills to articulate their ideas successfully. Each teacher follows the progression of vocabulary,, planning, drafting, revising, editing and publishing within each writing topic that is taught. Writing tasks are specific and meaningful and often meet a purpose to engage children and to illustrate how their writing skills can be applied to real life contexts. Children have frequent opportunities to experience shared and modelled writing. This supports children's oracy which is a high priority within the school.

## Planning

### EYFS


Children at Camblesforth get a strong foundation in the teaching and learning of English. We teach children the building blocks of word recognition through high-quality phonics teaching following the Little Wandle scheme and we build on those foundations with teaching comprehension and understanding skills through whole-class reading. We enable children to access a wide range of high-quality texts that reflect the diversity of our local communities and our world. Children are taught how to write a variety of text types and are encouraged to explore their creativity through a high-level use of language.

### Progression documents

Our reading and writing progression is planned across the whole school from Year 1 to Year 6. You can see our progression documents here:

 Progression in Writing Genres (Marking and Feedback Menu).docx


Website link - [Progression in Writing Genres \(Marking and feedback\)](#)

 Camblesforth English Reading Skills Progression Overview 2023/2024

Website link - [Reading Skills progression](#)

Camblesforth Handwriting Progression and expectations

Website link - [Handwriting Progression](#)

 Copy of How we teach writing at Camblesforth Community Primary Academy

Website link - [How we teach writing at Camblesforth](#)

 How we teach Reading at Camblesforth Primary Academy

Website link - [How we teach reading](#)

### Phonics:

At Camblesforth, we use the Little Wandle scheme of work for Phonics.



The progression has been organised so that children are taught from the simple to more complex GPCs, as well as taking into account the frequency of their occurrence in the most commonly encountered

## Camblesforth Community Primary Academy:

### English Policy

words. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory. Children need to learn to read as quickly as reasonably possible, so they can move from learning to read, to reading to learn, giving them access to the treasure house of reading. Our expectations of progression are aspirational yet achievable if schools maintain pace, practice and participation by all children. Children who are not keeping up with their peers should be given additional practice immediately through keep-up sessions.

This programme overview shows the progression of GPCs and tricky words that we teach term-by-term: Little Wandle full Reception and Year 1 progression overview document.

[https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview\\_Reception-and-Year-1-1.pdf](https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-and-Year-1-1.pdf)

#### Spelling

[LW-Spelling-programme\\_Short-Teaching-Guide\\_Oct-23.pdf](#)

[NEW-UP-LW-Spelling\\_Programme-progression\\_Aug-23-1.pdf](#)

[NEW-LW-Spelling\\_National-Curriculum-Coverage\\_Sept-23.pdf](#)

#### Reception and Year 1

We teach spellings as part of our daily Phonics lessons

#### Year 2

We use the Little Wandle Letters and Sounds Revised Spelling Programme, which is designed as a seamless link from the core Little Wandle programme to teaching spelling in Year 2. This includes five weeks of planning to review and secure Phase 5, five weeks of planning to teach foundational skills for spelling and 20 weeks of planning to create confident spellers and complete the coverage of the Year 2 spelling requirements

The five-week Phase 5 review ensures children have secured the trickier parts of Phase 5 and can apply this alphabetic knowledge both to read and spell. Each 25–30 minute lesson closely mirrors the structure and resources from the core programme. Phase 5 review:

- revisits common graphemes, and unusual graphemes found in useful words
- teaches children to investigate ‘where in the word’ a sound appears and then make the ‘best bet’ for its spelling by learning what the most common spellings are at the beginning, middle and ends of words
- recaps Phase 5 tricky words
- provides opportunities to practise and apply learning by spelling carefully selected words and dictation sentences.

The Bridge to spelling teaches children how to ‘think about spelling’. Over five weeks of daily 25–30 minute lessons, children complete the alphabetic code and learn the underpinning concepts of spelling. The Bridge to spelling:

## Camblesforth Community Primary Academy:

### English Policy

- introduces key spelling terminology
- teaches children to add sound buttons which provides a clearer focus on segmenting so that children are using phonics as their main strategy for spelling
- includes activities which will feature throughout the programme, ensuring children become familiar with teaching and learning routines
- explains basic conventions for suffixes and spelling, e.g. swap, double, drop. The Bridge to spelling has been created to reflect key concepts from the National Curriculum for Year 2.

Once the learning covered in the Bridge to spelling is secure, children are ready to move on to the Year 2 Spelling units. The Spelling units (Spring and Summer) are designed to be taught in 15-minute lessons, four times a week. They provide full coverage of National Curriculum spelling requirements at Year 2

#### Key Stage 2

The National Curriculum for English supports the long term planning within school. Spellings are taught according to the rules and words of the English National Curriculum.

#### Assessment

Assessment is regarded as an integral part of teaching and learning at Camblesforth. We believe that assessment is a continuous process, used to identify gaps in pupils' understanding to ensure that no child is left behind.

#### Formative Assessment and Marking

Formative Assessment takes place before, during and after the point of learning. During lessons, teachers and TAs will work together to assess the individual pupils to ascertain who has grasped the learning objectives and who requires further support, instruction or intervention. This is done in a number of ways:

- Live marking - Teachers and Support Staff will be able to identify correct answers and misconceptions during the 'Independent Work' phase of the lesson with a green highlighter. Children edit their work using a purple editing pen.
- Peer marking - Pupils are given the opportunities to work with each other to find solutions and offer alternative methods to an answer with a purple pen.
- Self-reflection/ assessment - Pupils are actively encouraged to reflect on their learning based on targets and next steps.
- In-depth marking and feedback - Staff will complete assessment grids at least twice a term to assess where children are working and what their next steps are.

#### Assessment

#### Summative Assessment

Pupils are assessed at the end of each teaching cycle. Question Level Analysis and formative assessments are used carefully to ensure each child progresses towards end of year expectations.

## Camblesforth Community Primary Academy:

### English Policy

If pupils need further support, PixL Therapies are identified and delivered in a timely manner.

Early Years	Y2 and Y6	Y1,3,4,5
ELG's assessed at the end of each year (drawn on formative assessments taken place throughout the year).	3x SATs papers using PixL QLA	3x PIXL papers using QLA

### Homework

At Camblesforth Community Primary Academy, homework is actively encouraged to be completed in small, manageable steps. In English we ask children to:

Reception	Read at home with an adult for 5 minutes five times a week.
Key Stage 1	Read at home with an adult five times a week and practice spellings.
Years 3 & 4	Read at home with an adult 5 minutes five times a week and practice spellings.
Years 5 & 6	Read at home with an adult for 5 minutes five times a week and practice spellings. Year 6 children will be set additional homework based on spelling, punctuation and grammar.

### CPD

We seek opportunities to progress our teaching and learning team by delivering regular, high-quality internal CPD sessions throughout the year. We also seek to support staff with planning and delivering lessons. All staff at our school receive full training in the delivery of our SSP programme (Little Wandle) and have support internally from our Early Reading lead. We also engage at a Trust level with opportunities to develop our knowledge and understanding of the teaching of English, including taking part in 'teacher research groups' and writing moderation sessions. Within in own school, our English Lead has moderated externally for North Yorkshire County Council for a number of years (KS2) and our Headteacher has moderated externally for North Yorkshire County Council for a number of years for KS1.

### SEND/ Inclusion

Camblesforth is an inclusive school that allows pupils of all learning styles and needs to access the curriculum. Practitioners consider the individual needs, interests and abilities of children and have a proactive approach to identifying and removing barriers. Teachers carefully plan lessons to



## **Camblesforth Community Primary Academy:**

### **English Policy**

accommodate pupils with special educational needs or disabilities so that the pupil(s) develop confidence in English and foster a love of Reading and Writing.