

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, whilst developing an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.

At Springfield we aim to:

- provide a supportive and stimulating environment where pupils are encouraged to express their ideas and feel confident that their contributions will be valued
- ensure high standards of teaching through skilled use of modelling, questioning and effective assessment for learning and focussed target setting
- provide opportunities for pupils to apply their skills in other curriculum areas
- make effective use of ICT as a teaching tool and as a learning medium
- help pupils become enthusiastic and critical readers
- enable pupils to develop the skills to choose and adapt what they say in varied contexts and situations
- develop the ability of the child to speak with confidence before a variety of audiences and for a variety of purposes
- develop pupils' ability to listen with concentration and reflect upon the contributions of others in a variety of groupings and in both formal and informal contexts
- enable pupils to develop the ability to write clearly and effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently

English Curriculum Planning

Cornerstones Curriculum and the National Curriculum 2014 are the basis for implementing the statutory requirements of the programme of study for English. We carry out the curriculum planning in English in three phases: long-term, medium-term and short-term. Where appropriate, English opportunities are planned using cross-curricular links.

Speaking and Listening

We recognise the importance of speaking and listening. Children across the whole curriculum need to express ideas clearly and to listen and respond to the ideas of others. There will be planned opportunities to support the acquisition of these skills through a

variety of approaches including: Talk 4 Writing, Talking Strategies, Performance Poetry Week, structured group discussion, drama, year group and whole school productions and through an increasing emphasis across the curriculum on children speaking aloud.

Reading

A variety of approaches are used in the teaching of reading. Reading skills may be taught through whole class reading, small groups or through intervention support with targeted children. Children are encouraged to become Reading Buddies and support the younger children in their reading during lunch times. Students from the local sixth form are invited to become Reading Mentors and support children from the upper school. Parental support is actively encouraged when reading at home and children are expected to read at least five times a week. Children participate in a half-termly reading challenge that rewards those children who read regularly and demonstrate particular skills. A weekly reading challenge allows each class to compete for the school's Kindle, a specially selected box of books and Oscar the Owl Mascot.

All children are members of our school library, which is well-resourced in a variety of fiction and non-fiction texts. Classes are timetabled weekly for library sessions, where they have free choice of books which can be shared both in school and at home. The library is also open at lunchtimes and staffed by a number of upper school librarians and a TA.

The children are actively encouraged to join their local library and Swadlincote Library staff visit the school to promote their activities. Visits to the library are arranged regularly.

Writing

Children are given the opportunity to write in a range of genre and for different audiences. Wherever possible our English lessons are linked to the thematic units from the Cornerstones Curriculum. This allows the children to write for a real purpose, engages them in exciting topics and enables them to apply and develop their Literacy skills within other subject areas. Grammar is also taught within these sessions, as warm-up exercises or as discrete areas of learning. We use a variety of approaches including Talk 4 Writing and Alan Peat. Writing is planned and taught so that children follow a consistent process in all year groups:

- reading and analysing text and genre features
- use of an exemplar text to share intended outcome
- use of teacher modelling
- differentiated scaffolding

- independent, targeted guided group writing, shared writing
- re-drafting and editing
- producing a final draft.

Spelling

At Springfield Junior School we use the No Nonsense Spelling Scheme.

Throughout the scheme, children are given the opportunity to learn spellings through a variety of strategies such as: pyramid writing, quick write, finding words with the same spelling patterns, picture clues and mnemonics. Children are expected to practise using these strategies at home and are tested weekly. Extra support is planned for those children with specific individual needs through small group work and/or 1:1.

Teachers have high expectation in all pieces of work, regardless of curriculum area and support children with their spelling corrections, as set out with the Marking, Handwriting and Presentation policies.

Assessment

Assessment is ongoing and used to inform and allow teachers to reshape the learning.

Children are assessed as being emerging, at expected or working at greater depth. These judgements are supported by the use of formal testing. For example, a child working in line with national average at Year 4 will be assessed as being Expected Year 4.

Assessment and pupil progress is reviewed regularly by the English Leader and the Assessment Leader. Those children who require targeting or intervention are identified each term and a programme of support or further challenge is put in place.

Monitoring & Evaluation

The English Leader monitors work on a regular basis to ensure that there is consistency of whole school practices and high expectations for all groups of pupils. Work is moderated regularly internally and externally to ensure consistency in standards.

Inclusion and Differentiation (refer to SEND policy)

All children must have regular access to English, appropriate to their stage of development. Challenge for all is integral to our teaching and we aim to encourage all pupils to reach their full potential through the provision of varied opportunities. Work is always differentiated to aid children's learning and provide appropriate opportunities for challenge. We recognise

that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school.

EAL

Pupils with English as an additional language are identified for support across the curriculum and identified on the EAL register.

Equal Opportunities

Springfield offers a widely differentiated curriculum particularly in core areas such as English. We believe all children have a right to a broad and balanced education in English regardless of race, gender, religion or ability. We aim to enable children for whom English is an additional language to gain access to the curriculum by identifying their needs and planning a suitable programme of support.

G Cormack September 2019