



Worthington Primary School

English (England)

Date	Review Date	Subject Leader	Nominated Governor
September 2024	September 2025	Rebecca Houldsworth	Laurie Sanders

We believe English has a 'pre-eminent place in education and in society. 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.' (The National Curriculum in England Framework Document (DfE) 2014)

Our well-balanced curriculum promotes the spiritual, moral, cultural, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of later life. We will develop pupils' spoken language, reading and writing in all subjects and will develop pupils' mathematical fluency.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and adaptive teaching within lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

Annually we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.



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Aims

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.

(The National Curriculum in England Framework Document (DfE) 2014)

- To promote the teaching of numeracy and literacy within all subjects.
- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.
- To share good practice within the school.
- To work with other schools to share good practice in order to improve this policy.

Objectives

- To ensure teaching and learning in school supports the development of writing, reading, speaking and listening skills in pupils, ensuring all pupils achieve their full potential according to their ages and abilities.
- To ensure the school's teaching staff is highly trained and consists of committed teachers who have the expertise to develop the potential of all pupils.
- To provide a rich and varied curriculum that will stimulate and interest all pupils.
- To ensure teaching styles and methods vary to suit pupils' differing learning styles and abilities.
- To provide resources for all pupils that will support effective learning and teaching.
- To ensure leadership and management structures within the school support the implementation of these objectives.

Roles and Responsibility for the Policy

Role of the Governing Body

The Governing Body has:

- appointed a member of staff to be responsible for the curriculum leadership of English;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;



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- responsibility for ensuring compliance with the legal requirements of the National Curriculum;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all linked policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link governor to:
 - visit the school regularly;
 - work closely with the Headteacher and the coordinator;
 - ensure this policy and other linked policies are up to date;
 - ensure that everyone connected with the school is aware of this policy;
 - attend training related to this policy;
 - annually report to the Governing Body on the success and development of this policy.
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure teachers:
 - 'have good knowledge of the subject(s) and courses they teach;
 - have effective support for those teaching outside their main areas of expertise;
 - present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
 - check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
 - design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;
 - use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
 - create an environment that allows the learner to focus on learning;
 - develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
 - use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.



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(Amended from the 'Education Inspection Framework' (Ofsted 2019))

- work closely with the Senior Leadership Team, subject leaders and the link governor;
- ensure compliance with the legal requirements of the National Curriculum;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - observing teaching and learning
 - planning scrutinies and work trawls
 - discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

Role of the Senior Leadership Team

The Senior Leadership Team will:

- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- coordinate a number of working parties in order to explore ways of improving the curriculum and the way in which we deliver it with a view of ensuring the highest standards of delivery and consistency in pupil's learning and teaching experiences and opportunities throughout the school;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place.

Role of the Subject Leader

The Subject Leader will:

- lead the development of this policy throughout the school;
- work closely with the Headteacher, curriculum leader, the nominated governor and SENCO;
- promote the teaching of numeracy and literacy within all subjects;
- be accountable for standards in this subject area;



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- monitor standards by:
 - auditing the subject area
 - review of the scheme of work
 - monitoring teachers planning
 - lesson observations
 - scrutinising children's work
 - discussions with pupils

- work in conjunction with the Headteacher, Senior Leadership Team, the Curriculum Leader, Subject Leaders, teaching and support personnel to provide statements on each of the following:

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- work closely with the subject leader to develop this policy;
- devise medium and short-term planning;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- plan and deliver good to outstanding lessons;
- plan differentiated lessons which are interactive, engaging and of a good pace;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- achieve high standards;
- celebrate the success of pupils in lessons
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Pupils

Pupils will:

- be aware of and comply with this policy;
- be encouraged to work in partnership with the school by making decisions and exercising choice in relation to their educational programme;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;



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- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- be encouraged to take an active role in the life of the school by attending:
 - parents and open evenings
 - parent-teacher consultations
 - curriculum development workshops
- be encouraged to work in school as volunteers;
- be encouraged to respond to curriculum information newsletter;
- be informed via termly newsletters of their child's topics;
- asked to provide suggestions and ideas for improving this subject;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- be invited to make presentations to pupils on aspects of this subject area;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning.

Policy Procedure

Spoken Language

We need to:

- continue to develop pupils' confidence and competence in spoken language;
- develop in pupils their understanding of books and other reading material;
- demonstrate to them how to prepare their ideas before they write;
- explain to pupils ways of thinking clearly to themselves and to others;
- develop pupils, confidence in using discussion and debate as a means to probing and remedying their misconceptions

(The National Curriculum in England (DfE) 2013)

Reading

We need to develop pupils' competence in the programmes of study of Word Reading and Comprehension.



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Word Reading

Phonics will be taught to beginners when they start school and to those pupils who are unskilled readers.

Comprehension (both listening and reading)

Comprehension skills will be developed by:

- high quality discussion with the teacher;
- reading and discussion of stories, poems and non-fiction;
- encouraging pupils to read widely both fiction and non-fiction;
- establishing an appreciation and love for reading

Writing

We need to develop pupils' competence in Transcription (spelling and handwriting) and Composition (articulating ideas and structuring them in speech and writing).

Composition (articulating ideas and structuring them in speech and writing) will be developed by teaching pupils how to:

- plan, revise, and evaluate their writing;
- write down their ideas fluently by spelling quickly and accurately;
- articulate and communicate ideas;
- organise ideas coherently for a reader

Transcription (spelling and handwriting) will be developed by teaching pupils how to spell quickly and accurately by:

- knowing the relationship between sounds and letters (phonics)
- understanding word structure
- understanding the spelling structure of words

Teaching and Learning Style

We use a variety of teaching and learning styles in order to develop children's knowledge, skills and understanding.

Curriculum Planning and Organisation

At Worthington, our curriculum is driven by high quality texts and novels, which the children enjoy and study in order to develop their skills in reading and writing. This is based on the belief that reading and writing are inextricably linked and, that developing a passion for literature and language is a prerequisite to achieving in all areas of the curriculum. In KS1, teachers follow the



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Little Wandle phonics scheme therefore all children receive high-quality phonics teaching and learn the skills they need to tackle new words. They can then go on to read any kind of text fluently and confidently. Across the school, children are taught how to read through decoding and blending, fluency and expression, and word reading and language comprehension. Teachers use the Writing Journey as the basis of planning and delivering writing lessons across the school. This is delivered through daily English sessions.

Teachers collaborate on the planning of the subject to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

Long Term Planning

- details what is to be taught over the year
- provides teaching guidelines and overall objectives for each year group for the whole year

Medium Term Planning

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term
- ensure Spelling, Punctuation and Grammar objectives are delivered alongside appropriate text types.

Short Term Planning

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil
- Smart Boards are used to show the structure of the lesson and support children's learning.

Links with ICT

The use of information and communication technology promotes, enhances, and supports speaking and listening skills within the classroom. The use of iPad apps is particularly useful as children can rehearse sentences out loud and then see the written text appear on the screen. Translation apps are extremely useful when supporting our EAL children and helping them understand new vocabulary within the English language. Teachers use useful websites and interactive resources during lessons, which support the development of comprehension, phonics, fluency, and vocabulary development.

Inclusion



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At Worthington, we are an educationally inclusive school concerned with the teaching and learning, achievements, attitudes, and well-being of all our pupils. Lessons are planned and delivered to ensure pupils receive quality first teaching. Teaching assistants are deployed effectively to support the needs of the children by working with children of various abilities during adult-led sessions and in small groups. Prior knowledge is consistently elicited before each lesson to support the children's understanding. Some children receive 'pre-teaching' sessions to ensure they 'keep up' within the whole class lesson. Children who have larger gaps in their knowledge and understanding receive focused small group or 1:1 provision.

We have a duty to cater to all pupils, including those whose first language is not English, Pupil Premium children, and SEND pupils. Teachers plan teaching opportunities to help them develop their English and gain full access to the National Curriculum. To support these pupils, our staff uses a range of resources and strategies across the school.

Special Educational Needs

At Worthington, we want pupils with identified special educational needs to have full access to all subjects of the National Curriculum, with teachers planning lessons that have no barriers to pupils achieving and with appropriate targets relating to the subject. Children with SEND will have access to arrangements which include:

- Enlarged printed sheets
- Coloured overlays
- Word banks
- Seating arrangements (incl. slanted boards or stands under the desk)
- Clicker 7 resource to support touch typing and spelling
- Adult scribe

Assessment for Learning

At Worthington Primary, we measure the impact of our curriculum through the following methods:

Live Feedback

We understand feedback is linked to progress and has to be suitable to make an impact. In class, live feedback is used to support teacher's workload, ensure it is as immediate, timely and as precise as possible, leaving the teacher time to focus on individual identified needs. We use



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'live marking,' whereby the pupil receives immediate feedback and is able to respond to marking during the lesson.

Summative Assessment

All marking in writing books adheres to the school's policy for marking and feedback. All teachers provide next steps during the writing process. 'Live marking' is encouraged whereby teachers mark work with the pupil and provide them with immediate feedback. Teachers adapt their planning for the next lesson to ensure there is time to address these misconceptions. These may be addressed in the next lesson, by a Teaching Assistant or in small groups during the lesson. The misconceptions may also be addressed through in class marking, conferencing, individual, group or class feedback.

Pre-Teaching/Pre-Assessment

All teachers are aware of the pupil's prior attainment. Where possible, the Teaching Assistants support teachers and complete pre-learning activities or activities in lessons which are tailored to address the learning gap. This might be re visiting vocabulary or basic skills needed to access the age-related objective.

Moderation

Writing is moderated internally to ensure we make robust judgements, particularly on transfer between year groups. Teachers also take part in external moderation at a Local Authority cluster meeting; every term, teachers meet to moderate writing and ensure that teacher assessments are accurate.

Statutory Assessment

Children in Year 2 and 6 carry out national tests and assessments.

Monitoring and Review of the Subject

Monitoring of standards of children's work and the quality of teaching is the responsibility of the subject coordinator supported by the Headteacher and the Senior Leadership Team.

Standards will be monitored by:

- looking at pupils work
- subject observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

Contribution of the Subject to other Areas of the Curriculum



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At Worthington, we understand English – and especially reading – gives pupils access to the rest of the curriculum and is fundamental to their educational success. In order for pupil to be successful in other foundation subject they need to have a secure understanding of the English language.

Resources

The school has a full range of resources to support the teaching of this subject throughout all year groups. Resources are upgraded and replenished when the need arises. An annual stock take and audit is undertaken by the subject coordinator in the summer term in preparation for the next academic year.

Training

We:

- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Headteacher:		Date:	
Chair of Governing Body:		Date:	