

KS2 English Policy

Introduction

At Ashfield Junior School we are committed to providing a high-quality education in English that enables our pupils to become fluent readers and writers. Our curriculum is designed to foster a love of reading, writing and oracy skills, develop strong literacy skills, and ensure that all pupils achieve their full potential. We implement the CUSP Reading and Writing curriculum alongside the Little Wandle: Rapid Catch-Up phonics program to achieve these goals.

Aims

- To promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word.
- To develop pupils' love of literature through widespread reading for enjoyment.
- To ensure that all pupils can read fluently and with good understanding.
- To develop pupils' writing skills so they can write clearly, accurately, and coherently for a range of purposes and audiences.
- To provide a systematic approach to phonics and early reading to ensure all pupils can decode and comprehend texts effectively.

CUSP Reading and Writing

The CUSP (Curriculum with Unity Schools Partnership) Reading and Writing curriculum is based on extensive educational research and follows a clear pathway of progression throughout KS2. It places language front and centre, with a systematic approach to introducing new vocabulary and revisiting learning to ensure pupils know more and remember more over time.

Key Features:

- **Vocabulary Development:** Each module contains Tier 2 and Tier 3 vocabulary progression from Year 1 to Year 6.
- **Knowledge Organisers:** Dual-coded knowledge organisers to support learning and retrieval practice.
- **Lesson Sequences:** Coherent sequences of learning that build on prior knowledge and skills.
- **Assessment:** Regular assessments to monitor progress and inform teaching.

Little Wandle: Rapid Catch-Up

At Ashfield Junior School, Little Wandle: Rapid Catch-Up is an intervention to further support children identified as requiring further support. Little Wandle Letters and Sounds Revised is a systematic synthetic phonics program validated by the Department for Education. It is designed to ensure that pupils become fluent readers and writers by providing a structured approach to phonics and early reading.

Key Features:

- **Phonics Lessons:** Daily phonics lessons that follow a clear progression of sounds and letters.

- **Reading Practice:** Fully decodable books matched to pupils' phonics knowledge to develop fluency and confidence.
- **Assessment and Intervention:** Regular assessments to identify gaps in knowledge and targeted interventions to ensure all pupils keep up.

Implementation

- **Teaching and Learning:** High-quality first teaching with well-structured daily lesson plans and consistent use of terminology and resources.
- **Assessment:** Regular and manageable assessments to ensure pupils are making progress and to identify those who need additional support.
- **Intervention:** Targeted interventions for pupils who are not making expected progress to ensure they catch up quickly.
- **Professional Development:** Ongoing and provides support for teachers and TAs to ensure their teaching is constantly improving and they are given opportunities to reflect on their practice.

Monitoring and Evaluation

The implementation of the CUSP Reading and Writing curriculum and Little Wandle Letters and Sounds Revised will be monitored and evaluated through:

- Lesson observations and drop-ins.
- Pupil progress meetings and data analysis.
- Feedback from pupils and staff.
- Review of assessment data and intervention outcomes.

Assessment

The York Assessment of Reading for Comprehension (YARC) is a comprehensive assessment tool used to evaluate pupils' reading abilities, including their reading fluency, accuracy, and comprehension. YARC helps to identify specific areas where pupils may need additional support and provides valuable insights into their reading development. All AJS pupils are assessed in the September of each year. Those with a standardised score below 85 are reassessed in March.

Key Features:

- **Reading Fluency:** Measures pupils' reading speed and accuracy to identify those who may need additional fluency practice.
- **Reading Comprehension:** Assesses pupils' understanding of texts through questions that evaluate their inferential and literal comprehension skills.
- **Diagnostic Information:** Provides detailed reports on individual pupils' reading abilities to inform targeted teaching and interventions.
- **Progress Monitoring:** Allows for regular monitoring of pupils' reading progress to ensure they are making expected gains.

Pupil progress meetings take place three times a year, during which a pupil's progress, as assessed by the class teacher, is discussed with a member of the senior leadership team. Year 4 pupils are formally assessed as a mid-KS2 marker.

Enrichment

We aim to enrich our pupils' experience of English by:

- Theatre trips
- Author visits
- Access to a well-stocked school library
- Every child having a public library card
- A poetry recital competition
- World Book Day events
- Opportunities to speak in assembly and other whole school occasions
- Cross-curricular activities

Conclusion

By implementing the CUSP Reading and Writing curriculum alongside Little Wandle Letters and Sounds Revised phonics program, formative and summative assessment and further enrichment activities, we aim to provide a comprehensive and effective English education that enables all pupils to become confident, fluent readers and writers.