

Askwith Primary School

English rationale

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In English, we recognise the 'must haves' as knowledge of grapheme-phoneme relationships, word knowledge, knowledge of composition and transcription and a positive self-image as a learner. We recognise the 'could dos' as phonics, reading and writing lessons, retrieval practice for knowledge and interleaving.

English is an integral part of education and society. A high-quality education in English teaches children the art of speaking and listening, how to write and communicate ideas coherently for different purposes and how to read fluently with good understanding. At Askwith Primary school, we adopt a determined approach when it comes to reading and writing. We endeavour to ensure all pupils have fluency and automaticity in reading and writing so that they can meet the expected standard in all aspects of English. Through reading and chosen literature in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Being immersed in good quality literature develops pupils' acquisition of a wide vocabulary, thus addressing vocabulary gaps, and allows children to explore and appreciate our rich and varied literary heritage. As our context is predominantly White/British, our English curriculum promotes the rich diversity of Britain, including an appreciation of our locality. We carefully choose the literature we expose the children to so that we can plan for purposeful opportunities to discuss important aspects of British values, mental health and wellbeing and citizenship, thus developing children's cultural capital. We promote a love of literature through widespread reading for enjoyment.

Primary English helps pupils to build knowledge and understanding of:

- reading
- writing
- grammar

- spelling
- speaking and listening

It is very important that we do as much as possible to remediate the learning loss suffered by the missed months of schooling. In the first instance, assessment information should enable us to answer the following questions:

1. Have our pupils lost knowledge gained pre COVID-19? If so, how can this learning loss be mitigated?
2. Have our learners lost knowledge during closure/non-attendance? If so, how can this learning loss be mitigated?

In English, we have long term plans for 2020-2021 that address these areas of learning loss in reading, writing, grammar and spelling. Our aim is to use recalls of essential knowledge to assess knowledge gained pre COVID-19 in the first term and prior knowledge assessments to assess knowledge lost during closure throughout the first term. We aim to address any forgotten knowledge and misconceptions diagnosed from the pre COVID-19 knowledge recalls and ensure essential lost learning from school closure is secure before moving onto the teaching and learning of new knowledge.

See also: Reading rationale

Intent	Implementation	Impact: to be reviewed at the end of each year
<ul style="list-style-type: none"> • Mitigate any learning loss of knowledge gained pre COVID-19 • Mitigate any learning loss of knowledge due to school closure/non-attendance 	<ul style="list-style-type: none"> • Recalls of knowledge gained pre COVID-19 (writing, grammar and spelling) at the beginning of the first term • Recalls of knowledge lost during school closure/non-attendance at the beginning of the first term (writing, grammar and spelling) 	

- The planning, teaching and assessment of the English curriculum is informed by the nine principles of cognitive science (Daniel Willingham)

- Prior knowledge assessments including connected knowledge will revisit knowledge lost that was gained pre COVID-19 and knowledge lost due to school closure/non-attendance (reading, writing, grammar and spelling)
- Planning and learning journeys consider the essential knowledge and how to guide pupils' thinking
- Factual essential knowledge is taught before the skill
- Working memory capacity and the alteration of long term memory is considered when planning and teaching (planned thinking time, recalls)
- Connected knowledge, particularly knowledge of vocabulary is built on to deepen understanding
- Prior knowledge is assessed, misconceptions addressed and new knowledge builds on pupils' connected knowledge
- Pupils have opportunities to deliberately practice newly acquired knowledge

<ul style="list-style-type: none"> • The English curriculum is rooted in the knowledge and skills that pupils need to take advantage of the opportunities, responsibilities and experiences of later life, therefore addressing social disadvantage and injustice. All pupils have the cultural capital to be educated citizens • Reading and writing knowledge, ideas and operations are the focus in KS1 • Reading for pleasure is promoted across KS1 and KS2 • The English curriculum provides an inter-disciplinary cross-curricular approach, which makes meaningful connections between subjects. These natural links enable pupils to develop creativity across the curriculum 	<ul style="list-style-type: none"> • Pupils articulate how they know more, remember more and therefore do more • Instil a growth mindset ethos by talking about successes and failures in terms of effort not ability • English ladders demonstrate substantive and disciplinary knowledge and the opportunity for creativity • Analysis of KS1 curriculum - less is more so that there is greater emphasis on RW, including teacher training - how to teach English explicitly in non-core • Promoting daily reading as a priority • Monitor the blend of substantive/disciplinary knowledge • Use of English ladders and planned recalls • Audits of subject knowledge and needs across the curriculum • Book Band Books system used, regular running records, yr group list of 'must reads' throughout the year, updated reading record book, timetables show regular story sessions, phonics/reading audits 	
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<ul style="list-style-type: none"> • Knowledge and skills are well sequenced and develop incrementally • Teacher subject knowledge enables all pupils to achieve their potential • All pupils (unless it is justifiable) are able to read to an age appropriate level and fluency. All pupils (unless otherwise specified) can access the curriculum and are not falling rapidly behind their peers. Teachers are experts in the teaching of reading. There is strong evidence that pupils' comprehension, knowledge, vocabulary and ideas are developing as they should towards endpoints • Pupils have a wide vocabulary and a rich understanding of the meaning of words encountered 	<p>carried out by English subject leader</p> <ul style="list-style-type: none"> • Pupils are read to frequently, pupils introduced to horizontal/vertical vocabulary across the curriculum with sufficient contextual exposure, all classes have 'What do words mean?' display which is added to regularly, all classes have vocabulary books which are used across the curriculum, vocabulary to develop disciplinary knowledge will be introduced across the curriculum (planned for in the first instance) 	
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Knowledge in English

Knowledge in reading refers to the understanding and application of effective reading strategies. When these reading strategies are secure and reading is fluent and automatic, children are able to interpret and evaluate a range of literature (see reading rationale). In writing, knowledge refers to the understanding and application of grammatical, structural and linguistic features. At Askwith Primary school, our planning and teaching builds on children's knowledge. This allows opportunity for deliberate practice, e.g. use of

grammatical, structural and linguistic features in writing. Due to COVID-19 school closures, we will assess lost knowledge gained pre COVID-19 and lost knowledge due to closures in writing, grammar and spelling. Throughout the year, we will ensure that prior knowledge assessments including connected knowledge address any areas where gaps in knowledge may occur. Once this knowledge is secure and fluent, children can apply this knowledge to a range of purposes and evaluate written text.

Substantive knowledge

In reading, substantive knowledge is the ability to decode and sight read words. This allows children opportunities to read for pleasure, including reading and reciting poetry, and develop their vocabulary. Children are then able to apply their knowledge of reading strategies to comprehend a range of texts.

In writing, substantive knowledge is the ability to effectively plan, draft, and construct writing for different purposes. When constructing writing, this involves knowledge of structural, grammatical and linguistic features as well as knowledge of handwriting and spellings.

Through deliberate practice, this substantive knowledge becomes automatic and fluent leading to mastery and an alteration of the LTM.

Disciplinary knowledge

In reading, the disciplinary knowledge is the interpretation and comparison of themes and conventions, using text to back up arguments and discussions and evaluating the intentions of the author (see reading rationale). In writing, it is the ability to evaluate and edit text and apply substantive knowledge to effectively write for a range of purposes. It is not only demonstrating fluency when using different devices in writing, but it is the ability to 'write with the ear'; to hear what the reader would, and make choices based on effectiveness and coherence. In both reading and writing, it is the process of thinking critically and creatively using the automaticity of substantive knowledge.

Creativity in English

Creativity and knowledge should work together as creativity involves making connections and using 'old' knowledge to create 'new'. At Askwith Primary School, we have designed our curriculum so that the natural links between English and other subjects are deliberate and purposeful in promoting creativity. For example, children in years 5 and 6 could apply their knowledge of events during a significant period in history and their knowledge of newspaper report writing in English to write a newspaper report from the viewpoint of a particular person from that time. They draw upon their knowledge of history and English as well as use their imagination to create a unique piece of writing.

Assessment

Assessment is at the heart of our curriculum. It provides pupils with feedback on their learning during lessons. We employ a range of assessments to identify gaps in knowledge before the start of work units and to check pupils are able to use retained knowledge in more formal assessments. We support pupils to remember more by planned recalls with low stakes quizzes in all subjects. Monitoring of work scrutiny is used to evaluate how effectively pupils are able to consistently "draw-on" knowledge in new work. Our ultimate goal is that essential knowledge in all subjects will be in pupils' long term memory. Although we use a range of diagnostic assessments to support pupils' building of knowledge, we do not teach to the tests.

At Askwith Primary School, learning always starts with the children's prior knowledge and any misconceptions they may have. Children have the opportunity to demonstrate connected knowledge held in the long term memory. This can be undertaken in several different ways; teachers decide upon the most appropriate, age-related way of obtaining the children's prior knowledge. Units of work are then personalised to the needs of the groups of learners.

Any misconceptions that arise throughout the unit are identified and addressed appropriately. Low stakes quizzes are utilised at opportune times in order to identify and address any ongoing misconceptions. End of topic assessment takes place approximately two weeks after the end of the topic. Two further recalls take place approximately six weeks and then twelve weeks later in order to

embed knowledge in long-term memory. Tracking children's progress throughout their school life is vital in order to establish their acquisition of knowledge.

See Assessment in English policy for further information on summative and formative assessments in reading, writing, grammar, spelling and phonics.

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