

St Anne's C.E. (Aided) Primary School



## **English Policy**

## English Policy

At St Anne's, we believe that language and literacy are fundamental to the overall development of the child and their access to all aspects of the curriculum. We believe that it is every child's entitlement to achieve their potential, becoming confident and successful readers, writers and communicators.

A rigorous approach to Phonics is an integral part of the early reading process. The school follows a synthetic approach, based on the Letters and Sounds document, progressing on to teaching the age related spelling rules to each year group as set out in the New National Curriculum.

Some of the Jolly Phonics materials are used to originally introduce the individual graphemes and phonemes in the earlier phases, and these support the principles of the synthetic approach. Achievement of the Phonics Phases is closely linked with Guided Reading Bands and National Curriculum end of year expectations to ensure a holistic approach to decoding and comprehension.

## Aims

We aim to develop in our pupils the ability to communicate effectively in speech and writing, and to listen and respond with understanding. We also aim to instil a love of reading from an early age to make pupils enthusiastic, fluent and responsive readers. Who learn and gain pleasure from the written word. Pupils will be given opportunities to consolidate and reinforce taught English skills in and across other subject areas.

During their time at St Anne's children will be taught/ encouraged to:

- be confident communicators
- have an interest in books and read for enjoyment
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- develop the powers of imagination, inventiveness and critical awareness.
- have an interest in words and their meanings; being ambitious in their word choices in spoken and written forms.
- have a suitable technical vocabulary to articulate their responses.
- have an experience of a range of text types and genres, being able to write in a variety of styles and forms appropriate to the situation.
- respond to higher order questions encouraging the development of thinking skills and enquiry.

Improving English and learning can have an impact on pupils' self-esteem, motivation and behaviour. It empowers them to become independent learners across the Curriculum and equip them for the future.

## Rationale:

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

As a school we recognise that without effective communication, little progress can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is necessarily across-curricular and is constant through-out school life. It is part of the 'essential knowledge' that is needed in society:

*'Teachers should develop pupil's spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.'*

(National Curriculum 2014)

We are an inclusive school; we set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and guided group work. We plan teaching opportunities to help those for whom English is an Additional Language and those with disabilities outlined in the SEND code of practice. We agree with the statement of the National Curriculum, that 'pupils...who do not learn to speak, read and write fluently and confidently are effectively disenfranchised'.

## **STATUTORY REQUIREMENTS**

### **Spoken Language:**

The National Curriculum states that pupils should be 'taught to speak clearly and convey ideas confidently in Standard English' they should:

- Justify ideas with reasons
- Ask questions to check understanding
- Develop vocabulary and build knowledge
- Negotiate
- Evaluate and build on the ideas of others
- Select the appropriate register for effective communication
- Give well-structured descriptions and explanations
- Speculate, hypothesise and explore ideas
- Organise their ideas prior to writing

### **Our aims and connected provision**

At St Anne's we encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach children the need to express themselves orally in an appropriate way, matching their style and response to audience and purpose. Listening and responding to literature, giving and receiving instructions. They develop the skills of participating effectively in group discussions.

Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- Encouraging talk-time at home through 'talk homework' which is shared in assembly and by encouraging reading and talk about books
- Class assemblies
- School Plays
- Class debates
- Weekly assembly
- Events within the community
- School Council
- Talk partners
- Drama / role play
- PSHE and circle time

### **Reading:**

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it 'pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually'. Reading allows pupils to 'acquire knowledge' and to 'build on what they already know'. Schools are expected to have library facilities and support and encourage reading at home.

The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding
- Comprehension

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: spoken language, writing, grammar and vocabulary.

### **Our aims and connected provision**

- Pupils learn to read easily and fluently through daily phonics in Key Stage One, regular reading to adults in school, reading partners and to parents at home.
- Pupils are encouraged to read widely, through our use of differing class texts and high quality attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time and listening to an adult read the text to be studied in the English lessons.
- Pupils should also need to read to find information in all lessons and comprehension is assessed in a formal way every term, these encouraging children to use reading skills across all subjects.
- Pupils are exposed to a range of texts during their school career.
- **Shared Reading** - All classes enjoy regular story times with age-appropriate texts which incorporates text deconstruction and discussion. Texts chosen may link to the unit of study or may be other carefully selected quality texts. Children will be made aware of significant authors relevant to their age and ability, and these will be covered both in and out of English lessons.
- **Guided Reading** - Daily sessions occur outside the English lesson. Focussed groups are planned for following the age expected statements for each year group described in the National Curriculum on a set format which includes questions closely matched to the text, AFs and children's current bands. Children are encouraged to be independent readers & are given opportunities to follow their own interests & carry out their own research. In KS1, opportunities are given to apply skills taught in Phonics sessions. Lessons should be balanced to incorporate reading skills in terms of fluency, expression and decoding (AF1), comprehension skills (AF2 & AF3) and responding to the text, making links to wider reading (AF4, AF5, AF6 & AF7).
- Lists are kept for each group to show which titles have been read, along with detailed group reading records to show areas of achievement and points for development. At KS1 and lower KS2, guided reading bands are cross-referenced with phonics phases and NC band statements. Up to level three, books are colour banded to ensure progression in skills for groups of children and individuals. They include Rigby Star, Floppy Phonics, Songbirds, Discovery World, Story World, Fact World, Oxford Reading Tree, Treetops, Project X and Rhyme World to ensure children don't become dependent on the text and language of one specific scheme. As children develop fluency they are given many opportunities to read 'real' books that are supplemented by books from various schemes. Children at all levels are given opportunities to read a range of genres based on Fiction, Non-fiction and Poetry.
- Where necessary, children are listened to on a 1:1 basis. This may be as part of an intervention, by TAs, Teachers, Governors or other adults. For most children, the daily Guided Reading sessions result in good progress being made in reading. Individual records are kept in the child's reading record book which follows them through school.

### **Writing:**

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

We recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary.

### **Our aims and connected provision**

- We teach grammar as a separate lesson where necessary and meaningfully embed grammar lessons into the unit being taught.
- We correct grammatical error orally/ written work (where appropriate).
- We have a systematic approach; we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice.
- We encourage and promote 'talk for writing'.
- We provide writing frames to support the least confident.
- We provide time for planning, editing and revising.
- We mark extended pieces of work in-depth and set targets with the pupil.
- We use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively.
- We teach joined handwriting to support spelling and speed.
- We use drama and hot-seating to help pupils to think about another point of view.
- Support for pupils with learning and motor difficulties.
- Meetings with parents to help them support their child when required.

### **Approaches to writing**

- **Emergent writing** – In the Foundation stage, a writing area is set up as part of continuous provision, and value is given to the independent work produced here. Where applicable, work is annotated and kept as a record by teachers in detailed Learning Journeys.
- **Shared Writing** - Throughout the school, opportunities are planned where the teacher acts as scribe incorporating the ideas of the children. As well as in English lessons, this occurs across the curriculum as the children take part in activities where they edit pieces of work.
- **Modelled Writing** - Teacher's plan sessions where they model a piece of writing, talking through the process as they go.
- **Guided Writing** - Groupings are flexible according to the specific needs of the individual child and the objectives of the lesson. These sessions allow the teacher to set targets which can quickly be changed and focus on specific aspects of writing for development which should be easily achievable.
- **Independent Writing** - Opportunities are provided for the children to practise and apply their skills, including across the curriculum.
- **Extended writing** (Big Writing) - From Year 2 onwards, children participate in 'Big Writing' sessions. In most instances this occurs fortnightly. A high profile is given to this work, and a separate book is used to collate their work. This writing is a culmination of previous work usually at the end of a genre block. Where appropriate, cross-curricular links are made.

### **Handwriting**

Handwriting is taught following the Pen Pals scheme and occurs outside the daily English. (See Presentation Policy for more details).

### **Vocabulary Development:**

The National Curriculum makes clear that learning vocabulary is key to 'learning and progress across the whole curriculum' since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

- Active
- Progressive/ systematic
- Making links from known words
- Develop understanding of shades of meaning
- Include 'instruction verbs' used in examinations
- Subject specific- accurate mathematical and scientific words

### **Our aims and connected provision:**

We encourage our pupils to have a wide and growing vocabulary in a number of ways, these include:

- Spelling lists/ key words to take home and learn
- Display of key words linked to topics and subjects
- Using the correct vocabulary orally
- In-depth word based lessons looking at patterns
- Using dictionaries, thesaurus and similar programmes
- Using the Power of Reading and other texts to explore vocabulary choices and the effect they have
- Carrying out systematic testing and providing feedback to pupils
- Targeted one to one/ small group support, where appropriate
- Phonics and spelling- In addition to daily English lessons, children from Reception to Year Two also enjoy a daily phonics session pitched at their current needs. Where applicable, from Year Three onwards, children's individual needs are catered for with discrete phonics sessions as an intervention. Spellings are differentiated accordingly and sent home to practise for a weekly test. Where Letters & Sounds is being taught, spellings are taken from the spelling pattern lists alongside high frequency words and also non- negotiable end of year expected spellings from the National Curriculum.
- In KS2, spellings are sent home for a weekly test and are taken from the spelling rules being taught that week from the National Curriculum and also from the non-negotiable spellings expected by each key stage.

### **Planning and Assessment:**

#### **Planning:**

- Long term overviews can be found online for Key Stages One and Two
- Pupils are taught in mixed Key Stage Classes and planning shows differentiation by age and ability
- Medium term (half –termly) planning is stored centrally.
- English is planned for separately to other subjects using the proformas in the appendix
- Short term planning is flexible allowing for assessment for learning after each session/ group of sessions
- Pupils entitled to Pupil Premium funding will be given additional English support which is tracked and monitored termly if required
- Pupils with EAL will be given additional English support which is tracked and monitored termly if required

#### **Assessment:**

- Staff assesses pupils learning during and as part of every session, they adapt their practice accordingly. Assessment for Learning is ongoing. Through formal & informal discussions with pupils, thorough and regular marking, observations and evaluations
- Fortnightly 'Big Write' tasks are levelled and this is tracked
- Formal assessments of Reading Comprehension ability are carried out, tracked and monitored at least termly e.g. Rising Stars.

- Writing levels are assessed using band statements on Target Tracker to create a best fit. These are tracked half termly
- Staff attend moderating sessions within the local cluster of schools and attend in house writing moderation staff meetings.
- Children play an active role in their own learning through peer assessment, The Learning Line to show their own feelings about their performance in lessons, and discussions about their individual targets.
- Individual targets are set for each child termly from Reception upwards. These are decided on through effective monitoring and evaluation and also by the children themselves.
- Teacher's comments are constructive and intended to move the children's learning on. (See Assessment Policy & Marking Policy for more details). 'Next Time Targets' are included on most extended pieces of writing in order for the children to see how they can quickly improve their work.
- Peer assessment and self-assessment are encouraged.
- The English Coordinator is given time to carry out rigorous moderating of assessment bands/ plans and work scrutiny.
- In the Foundation Stage assessment is ongoing. Teachers collect evidence across the six areas of learning and these are annotated and collated at the end of each term, in the form of a learning journey for each child. This evidence is then used when making judgements based on the CLL scale points in the FSP. Target Tracker is used to record assessments.

### **Assessment of Reading**

In addition to the records for group readers, individual readers and phonics, an annual assessment is made using the Hodder PIRA which gives a Standardised Score and Reading Age to each child. Year 1 children are screened for achievement in Phonics according to the Government guidelines introduced in 2012.

Children in Year 2 and Year 6 complete end of year tests as a summative assessment. There are GL Assessments for years 3, 4 & 5.

### **Cross-curricular opportunities**

The school favours a 'Creative Curriculum' approach that encompasses key skills. Teachers will seek to take advantage of opportunities to make meaningful cross-curricular links in order to apply skills and set learning in context. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Expectations for writing remain high.

We teach Literacy in our Foundation Stage as an integral part of the topics covered over the two years the children are within the unit. We relate the Literacy aspects to the objectives set out in the Foundation Stage Profile. Literacy is included within the CLL Early Learning Goals using the Development Matters set out in the EYFS.

### **The use of computing**

A range of computing is used effectively to promote English skills across the curriculum. Examples of this are microphones, tuff-cams, iPads, talking photo albums, laptops and talking tin lids.

The use of computing will be built into the delivery of English wherever possible. In particular, activities for word/sentence level can be demonstrated through use of the Interactive Whiteboard (IWB).

### **Inclusion**

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. Gifted children will be identified and suitable learning challenges provided.

### **Specific groups:**

- Analysis of English achievement is ongoing, pupils who are slow moving or making little or no progress are discussed and plans made.
- Pupils entitled to pupil premium are given additional English support and this is monitored for effectiveness termly.
- Pupils with EAL are given additional support in all aspects of English.
- Pupils who are gifted and talented receive additional support to work at mastery level.
- Pupils with SEN will have English based targets on their One Page Profile.
- Intervention programmes and precision teaching is used across all Key Stages in order to address specific additional needs as identified by the class teacher. In certain circumstances, phonics is run for groups of children as an intervention programme.

### **Equalities**

All governors and staff recognize our duties under the Equality Act 2010 to:

- Eliminate discrimination, bullying and harassment aimed at protected characteristics as defined in the Act.
- Promote equality of access and opportunity within our school and within our wider community.
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

In line with our Behaviour/Anti-Bullying Policy we deal firmly with derogatory language aimed at protected characteristics. We ensure our environment is as inclusive as possible and our resources reflect the diversity in our society.

### **Role of subject leader**

The English Leader will lead and give a high profile to English, being responsible for monitoring progress across the school and assessing standards of pupils' English. Common strengths and weaknesses in pupils' work are identified through the use of work-scrutiny, pupil interviews and so on. The leader will keep informed about developments and new initiatives to support the teaching of language and literacy, ensuring that staff are informed. It is also the role of the Leader to be responsible for the upgrading and ordering of new resources. The Head teacher will be kept informed of English in the school throughout the year in the form of written reports, action plans, verbal feedback and shared lesson observations.

### **Professional development:**

- The English Leader attends training when appropriate and reports back to staff.
- Staff are expected to attend relevant courses during the school year
- Moderation takes place in house and within the cluster.

### **Parental involvement**

Parents can encourage their children to use a range of strategies they have learned to improve their abilities in English. Pupils should take increasing responsibility for recognising their own English needs, seeking support and making improvements. Parents can also support their children in completing homework and other activities, either paper copies sent home in folders. (See also Homework Policy).

### **The Governing Body**

Reports are made to the governors on the progress of English provision and liaison with the Governor with responsibility for English **Mrs Mel Hmami**.

This policy will be reviewed every three years or in the light of changes to legal requirements.



This policy should be read in conjunction with all school policies including the following:

Phonics Statement  
Presentation Policy  
Assessment Policy  
Marking Policy  
Special Educational Needs Policy  
Computing Policy  
Homework Policy  
Equal Opportunities Policy  
Health and Safety Policy

Member of staff responsible: Emma Dunn  
Date policy written: July 2015  
Date approved by the full Governing body:  
Date to be reviewed: July 2018