

St Andrew's C of E Primary School



*With Faith, Hope and Love,
we can achieve great things.*

English Policy

September 2022-2024

Signed Chair of Governors _____

Date _____

1. AIMS

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to develop their use, knowledge and understanding of spoken and written English within a broad and balanced curriculum, with opportunities to consolidate and reinforce taught literacy skills.

Pupils at St Andrew's Church of England Primary School will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to self-monitor and correct;
- with a love of reading and a desire to read for enjoyment;
- with an interest in words and their meanings; developing a growing vocabulary in spoken and written forms;
- understanding a range of text types, media types and genres;
- able to write in a variety of styles and forms appropriate to the situation;
- using their developing imagination, inventiveness and critical awareness;
- having suitable technical vocabulary to articulate their responses.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the New National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of Statutory Framework for the Early Years Foundation (2012).

The English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar, punctuation and glossary

The National Curriculum is divided into 3 Key stages: -

- Key Stage 1 (Years 1 and 2),
- Lower Key Stage 2 (Years 3 and 4) and
- Upper Key Stage 2 (Years 5 and 6).

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. The National curriculum 2014, gives detailed guidance of what should be taught at each Key stage under the following headings.

- Spoken language
- Reading
 - word reading
 - comprehension
- Writing
 - transcription, spelling,
 - handwriting and presentation,
 - composition
- Grammar

In the Foundation Stage (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

3. SUBJECT ORGANISATION

Foundation Stage

In Foundation stage children have daily discrete phonics (Read, Write, Inc.) lessons. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities.

Key Stage 1

In Key Stage 1, daily discrete phonics lessons (Read, Write, Inc.) continue and are taught in groups that are set according to ability and phonic knowledge, then they have daily mixed ability English lessons. Children take part in both guided and individual reading sessions (e.g. with teachers and TAs) and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes, differentiated class teaching and differentiated RWI sessions.

Key Stage 2

In Key Stage 2, children have a daily guided reading lesson and a daily English lesson with a writing focus, but elements of reading embedded. Additional literacy skills (handwriting, and spelling from the 2014 guidance) are delivered throughout the day, and are picked up on through gap task marking. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes and differentiated class teaching. Provision is made for children who require extra support through intervention programmes such as RWI and Resilient Readers, differentiated class teaching and differentiated RWI sessions.

4. APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities to develop these skills include: active and collaborative learning, role play in lessons, class assemblies, presentations, talk partners, group discussions, drama and performances including our year group worship performances.

We recognise the need for all pupils to speak, read and write Standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages Standard English both in speaking and writing, rephrasing and extending the children's dialogue when necessary.

5. APPROACHES TO READING

Teachers model reading strategies during shared reading sessions within lessons, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discrete phonics lessons in FS and KS1 enable children to decode efficiently. This is continued into KS2 where necessary through intervention sessions.

A range of books matched to the children's phonics level are used to support early readers. Guided reading books are selected to provide appropriate challenge and to be instructional, and will generally be a higher book band than those books that pupils share at home. Teaching assistants support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage classes take home a book from school and parents are encouraged to read the book with their child and then record what book they have read and how they have got on. We encourage regular teacher – parent communication. Pupils move on to guided reading as soon as they are at an appropriate level.

In KS1, children take home a levelled book according to their phonics level or reading stage. These books develop fluency and enjoyment of a variety of texts (e.g. stories, poetry, information). In addition to this, children have the opportunity to choose a book from the school library. Each child has a home-school reading record that teachers and parents can use to share information about a child's reading. Parents are encouraged to read with their child daily. Classrooms have a reading area with a selection of books for the children to enjoy.

In KS2, in guided reading, children share read whole class texts (Fiction and Non-fiction) which are linked cross-curricular to the theme of the topic work covered in history, geography or science.

In Key Stage 2 children have a levelled book according to their ability to take home and read. They are encouraged to record their own thoughts and opinions about the books in their reading record.

Throughout Key Stage 2, children become more independent in recording what they have read in their reading journals. We also have a selection of books in each class reading corner from years three to six to support appropriate text choices. Those children who still require a more structured approach to reading have access to Bug Club and RWI banded books to help them to continue to grow in confidence as readers with a text that is appropriate for their age group and/or phonics level. Ongoing assessments, in the form of formative assessments in lessons and summative assessments at the end of each term are carried out to provide us with the levels and age related expectations which the children are reading at, as well as the colour/level of the book they can read within the book bands. Children are then encouraged to select books which interest them to read at home.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

6. APPROACHES TO WRITING

We aim to develop the children's ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling and is in line with the progression of grammar skills laid out in the national curriculum. To support our teaching of writing, we use school assessment criteria.

In EYFS, children are taught to write recognisable letters that are correctly formed. They are also taught to spell words using their knowledge of phonemes and to represent them with graphemes. The children are also taught to write simple phrases and sentences.

In KS1, children are taught the grammatical skills taken from the St Andrew's assessment criteria, which have been developed using the National Curriculum and the Teacher Assessment Framework. These skills are taught in context using the stimulus of a whole class text. Children produce an independent piece of writing every fortnight across a range of genres.

In KS2, teachers follow the 'Cold and Hot' writing model – where children are taught the layout and language features of a genre. Children then have the opportunity to use these skills in their writing. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions both during and at the end of each unit.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama, role play, hot seating and visual literacy. They may be asked to produce their writing on their own or as part of group. Children will also be given the opportunity to use ICT for their writing.

7. CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in Literacy books.

8. ASSESSMENT AND TARGET SETTING

Work will be assessed in line with the Assessment Policy and recorded on the writing and reading pupil trackers. All pupils will have reading and writing targets and will know their 'next steps' to ensure progression.

In Foundation 1, children are assessed using 'Skills & Knowledge Assessment Planner'. These assessments follow development matters and are put onto 'Assessment Manager' on entry, spring term and on exit from Nursery. These form the Baseline assessments in Year Reception.

In Foundation stage 2 children are assessed using 'Skills & Knowledge Assessment Planner'. These assessments follow development matters and are put onto 'Assessment Manager' on entry, spring term and on exit from Reception children are assessed against the Early Years Foundation Stage Profile [EYFSP].

Children in both KS1 and KS2 have 'I can' targets in the back of their books which help children know what the next steps are in their learning.

In reading, children in key stage one are assessed half termly in phonics by the reading leader. Ongoing Teacher Assessments take place in guided reading and during 1:1 reading time to ensure lessons are pitched correctly and that children make good progress. Reading fluencies are completed fortnightly to track the fluency of children over the year. This enables quick intervention if children are struggling with the application of their reading skills. Mock phonics checks are completed at the end of each term in Year 1, and where necessary in Year 2. In Year 2, children complete Rising Stars Assessments each term alongside practice Reading SATS papers.

In reading, children in key stage two are assessed through ongoing Teacher Assessments which are an informal part of every lesson and are closely matched to the learning objectives. 1:1 Sanford Reading Tests are carried out every term to give a reading age for decoding and a reading age for comprehensions skills. Termly reading tests (Rising Star comprehension tests) are carried out: the results of the tests give an Age Related score and are used as a diagnostic tool and to support Teacher Assessment. Years 2 and 6 undertake end of year SATs tests in May of each year.

In writing, children in both KS1 and KS2 are assessed through independent writing tasks. Children do not complete writing tests however they are assessed through ongoing Teacher assessments.

9. 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. Children working at a mastery level will be identified and suitable learning challenges provided.

10. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in Literacy through:

- monitoring and evaluating Literacy: -
 - pupil progress
 - provision of Literacy
 - the quality of the Learning Environment,
- taking the lead in policy development
- to be responsible for the development of literacy throughout the school,
- to undertake book trawls, lesson observations, scrutinize planning and report to Head teacher and SLT
- to analyses results and data to inform target setting in reading and writing

- auditing and supporting colleagues in their CPD
- purchasing and organising resources and materials necessary for the teaching of English and reading
- keeping up to date with recent Literacy developments.
- to report to governors

12. PARENTAL INVOLVEMENT

We aim to involve parents in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

Parent Workshops for KS1 and KS2 parents are held to give parents ideas and strategies so that they can help their children with reading and writing at home.

There are opportunities each term when parents can discuss their children's progress with their teacher. Parents are encouraged to read both with and to their children at home in order to promote reading.

Phonics Assessments (Year 1) and SATs results (Year2 and Year 6) are published in accordance with Government legislation.

The Governing Body receive regular reports on the progress of English provision.

This policy will be reviewed according to the emerging needs of our school.

Signed Date (Chair of Governors)

Signed Date (Head teacher)

To be reviewed in September 2024