



St Andrew's CE Primary School

ENGLISH POLICY

September 2020

"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Dr. Seuss

School Motto:

Respect, Achievement, Fun.

School Mission Statement:

We want to look after our children, making sure they do the best they can and celebrate their amazingness. We want our children to be treated as individuals and not to be scared of challenges and to feel part of our family. We want to make them excited about learning and to be creative. We want our children to believe in our core values and to set an example to others.

English at St. Andrew's

In our English curriculum at St. Andrew's, we strive to provide all children with the knowledge, skills and understanding to become life-long learners and confident readers. We want all children to desire to read and write for a range of purposes and a range of audiences, as well as making links with other curriculum areas and discovering things for themselves. We place reading at the centre of our English curriculum to immerse and engage our pupils in a literature-rich environment. We believe that reading is the key to unlocking children's learning potential.

Aims:

- To promote a positive attitude to reading, writing, speaking and listening.
- To develop children's ability to become confident users of language, both oral and written.
- To value language from other countries and cultures.
- To ensure children have access to a broad, balanced and creative literacy curriculum.
- To provide clear and consistent teaching throughout the school.
- To communicate the school policy on English to all staff, Governors, parents and other interested parties.

Objectives:

Pupils at St. Andrew's will leave Year 6:

- reading and writing with confidence, fluency and understanding, using a range of independent strategies to take responsibility for their own learning including self-monitoring and correcting their own errors;
- 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 relation to grammatical terminology;
- 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 creativity, imagination, inventiveness and critical awareness;
- having a suitable technical vocabulary to respectfully articulate their responses in any discussion.

English Across the Curriculum

'Life-long literacy and learning.'

At St. Andrew's we firmly believe that English is an essential skill to enable students to read and write as experts in every subject across the curriculum. These skills are vital to make sense of the world around us. As such, the better we are at these skills the more successful we can expect to be in life. At St. Andrew's we recognise that improving literacy can have an impact on students' self-esteem, motivation, behaviour and attainment.

The teachers at St. Andrew's actively plan and seek out opportunities for our children to have experiences of developing literacy skills across the curriculum. Teachers will intentionally plan for children to reinforce literacy skills in other curricular areas. Emphasising these skills across the curriculum ensures that our children see the relevance in what they are learning and provides them with opportunities to use these skills in real-life contexts and situations.

The LPDS National Curriculum Support Materials provide plans which are used as a basis for medium-term planning. Teachers then interpret these on a weekly basis or as unit plans to provide short term plans reflecting the needs of their classes. Teachers identify appropriate teaching and learning strategies and resources to be used to achieve objectives. The KLIPS documents provide a basis for key skills and learning taking place within each year group.

Reading Across the Curriculum

Shared reading

Each class teacher reads to their class using a range of genres, using class novels, individual books or extracts to stimulate the children's interest in reading and to foster a love of good literacy. These books are selected using the core text lists for each year group. Teachers will demonstrate the thought process when reading and how to actively interrogate and respond to a text, as well as demonstrating scanning and tackling difficult words and so on. Shared reading is carried out both in guided and whole class reading sessions as well as when reading class novels.

Guided reading

In KS1, the children are organised into small groups, depending on their reading level, and read a range of texts. Children will increase their fluency by learning to read words easily and automatically; this includes words which use common graphemes in addition to exception words. In KS2, children will participate in whole class guided reading sessions. We will continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers. The children are summatively assessed using the Pearson Primary Progress & Assess Reading tests which support precision teaching and are matched to the current ability of the pupil (tests are based on bookband).

Independent reading

In FS and KS1, children read books at the Letters & Sounds phonics phase they are working at. There are a wide range of reading books available, starting with phonetically decodable reading books, structured reading scheme books and leading onto free choice books that are at the correct reading level, as the children become more independent readers. Adults in school will support children when choosing a book and listen to the children read as often as possible depending on the child's age and reading ability. Children also have access to the online ActiveLearn Primary reading resource where they are allocated books by their teacher and they

can then read them on tablets/iPads at home or in class as well as answering comprehensive questions throughout the book. Children will have the opportunity to enjoy reading in themed reading areas in each classroom or on our fabulous reading bus. We promote a love of reading at St. Andrew's through book clubs for our children, inviting in mystery readers, regular book exchanges, author visits and workshops, trips to our local library, celebrating World Book Day, holding a Books, Brew & Breakfast club on our amazing Reading Bus where parents can read with their children, dressing up as characters linked stories and inviting in other teachers to read to classes.

Priority Readers

Based on assessment at the end of every term, the children who have made no or little progress will be read to and with on a daily basis, as well as using the Active Learn Rapid Reading intervention programme. Intervention groups will also use the IDL programme and KS1 children will use the Rapid Phonics catch up scheme.

Phonics

At St. Andrew's CE Primary School, it is important for us to ensure children become successful, fluent readers by the end of Key Stage 1 and believe this is achievable through a combination of high-quality phonics teaching, combined with a whole language approach that promotes a reading for pleasure culture.

Our aims in phonics:

- to provide children with strategies to identify and decode tricky words
- to teach children to recognize the graphemes within words and associate them with the appropriate phoneme when reading
- to ensure that all children know the 44 phonemes within the English language
- to enable children to apply their phonic knowledge across the curriculum
- to ensure the teaching of phonics is lively, interactive and investigative

Phonics is taught daily in FS and KS1 until the children reach National Standards. We use all highly trained and experienced staff to deliver daily StoryTime phonics sessions to children keeping them fast paced, exciting and lively. We use Letters & Sounds phonic phases to organise our reading texts which are then sent home and used in guided reading in Key Stage 1, alongside the Rapid Phonics and Bug Club resources.

Oracy Across the Curriculum

At St. Andrew's we understand the link between confident, fluent reading and confident, articulate speaking. We provide opportunities for talk in the classroom which are planned and deliberate; these opportunities exist across the curriculum in every subject where children have to prepare speech, such as debates, presentations, discussions and the oral rehearsal of written work. The use of Picture News resources in class are great stimuli for pupils to engage in day to day dialogue and discussion with teachers and peers. Children learn the language across the curriculum to support their oral contribution.

Vocabulary Development

We are committed to empowering children by widening their vocabulary. We are ambitious and aspirational with regard to vocabulary acquisition. At St. Andrew's we understand the impact that vocabulary has on the quality of work, progress and the ability to express ideas and concepts. Teachers display and encourage the use of subject specific and topic linked vocabulary which allows the children to speak and write as experts. Vocabulary is explored fully across the curriculum and children experience reading key words in context, using new vocabulary in their written work and develop the confidence to use new vocabulary in speaking tasks.

Writing

Writing in Action

This involves a number of stages:

Motivation: teacher input or stimulus, giving the children chance to think, and discuss ideas.

Children need a strong sense of purpose to make writing worthwhile.

Modelling: whole class teacher input, giving children the chance to have a go alongside the teacher. Model texts are often displayed on classroom washing lines so that children can refer back to them throughout the topic.

Drafting: children are encouraged to try their ideas in their English books as independently as possible – sharing then editing where needed. The children read their work to themselves to check that it flows.

Edit and Improve: children check success criteria, spellings, punctuation and meaning, and are given the chance to improve their work. Work is often then written up in their Extended writing books.

Emergent Writing

Throughout the Foundation Stage and into Year One; there are opportunities for mark making in all areas of provision. We recognise the need to take into account the different experiences of pre-school children and consider each child understands of the purpose of written symbols; their knowledge of letter shapes; their hand-eye co-ordination and fine motor control; and their ability to hold a pencil correctly.

Shared Writing

Before every unit or genre is taught in English, the children in KS2 have a go at doing the ‘cold task’ which is completed in Extended Writing books. This is based on an interesting and rich starting point which provides the stimulus and content but there is no initial teaching. This piece of writing then informs the teacher’s planning and targets can be set for individuals.

Through investigating a wide variety of texts and genres, as well as teacher modelling, children are taught to write in a range of styles, for different purposes, organising their work appropriately to suit the intended reader. The teacher demonstrates the process of drafting and reworking writing in order to improve it. Children will be taught to ask themselves questions as they write, and begin to think of themselves as writers. Shared writing also gives children the opportunity to reinforce grammatical corrections, punctuation and spelling techniques.

Classrooms promote a creative environment for writing, providing support and writing frames, which encourage independence, and reinforce a culture of quality rather than quantity.

Opportunities for writing at age related expectations are identified across the curriculum to consolidate and extend writing taught in the English lesson.

Independent Writing

Independent writing provides an opportunity for children to apply their knowledge in a focused activity. In KS2, this is clearly marked in Extended Writing books as ‘hot tasks’. These are ‘show us what you know’ tasks where progress should be evident when compared with the ‘cold task’. During independent writing tasks in English (and other wider curriculum) lessons support may be provided within a small, focused group where resources are provided to stimulate and widen language choices.

Extended Writing

During each half term, children have an opportunity to produce pieces of independent writing in their Extended Writing books that is assessed using the Lancashire KLIPs documents. This provides evidence for individual English targets for the children and aids the class teacher in lesson planning, teaching and assessing.

Spelling, Punctuation and Grammar

Spelling

At St. Andrew's, spelling is taught regularly in focused sessions within each class following the [National Curriculum Spelling Overview](#). Class teachers use a variety of resources, including Spelling Shed, SirLinkALot and NoNoneSenseSpelling, to support with the teaching for spelling. Spellings are practised each day within class and the pupils are then assessed on words with the same spelling pattern or rule in either a weekly spelling assessment or through their writing exercises in English lessons.

Punctuation

The teaching of punctuation is taught in relation to age related expectations in the National Curriculum and alongside grammar. Children are taught that the use of punctuation will aid the readers' comprehension of their work. Opportunities across the curriculum will allow children to consolidate punctuation concepts.

Grammar

As stipulated in the National Curriculum, the grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use language that is more complex in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

Handwriting

At St. Andrew's children are taught cursive writing from KS1 upwards; however, exceptions are made if a child struggles with fine motor skills or has a specific difficulty relating cursive letters to print.

From EYFS, children are taught to write from left to right and top to bottom and how to form lower case letters and capital letters correctly. Once children can form all letters correctly, they are taught discrete handwriting sessions and constantly encouraged to develop their handwriting in their written work in all subjects. In KS2 children struggling with handwriting may have a targeted intervention and the expectation is that all children use cursive writing (unless they have a specific difficulty which prevents this).

In all classes, teachers will model handwriting during lessons, although it is acceptable for teachers to distinguish between handwriting for quick note taking and neat work. Classroom displays should have a mixture of typed information and information written by hand in neat cursive script.

EYFS

Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations the children have with adults and peers throughout the day in a language-rich environment is crucial. We ensure that we read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and then provide them with extensive opportunities to use and embed new words in a range of contexts; this gives the children the opportunity to thrive. Through conversation, story-telling and role play, children share their ideas with support and modelling from their teacher, and sensitive questioning invites them to elaborate, children then become comfortable using a rich range of vocabulary and language structures. Our children are given the opportunity to

write about their experiences and interests in a weekly extended writing session, focusing on the sounds that they have been learning in their phonics sessions.

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. Our adults talk with the children about the world around them and the books (stories and non-fiction) they read with them. They also enjoy listening to rhymes, poems and songs together. TalkBoost and TalkFirst are used in EYFS to aid the teaching of early reading and phonics.

Reading and Spelling Interventions

All children are reading and spelling age assessed through teacher judgement and tests. Some children will be identified as needing additional support to access the curriculum. These students will have targeted intervention (either one-to-one or small group) and their progress will be monitored closely. Talk Boost and Rapid Phonics is used in KS1, as well as Rapid Reading and 1:1 reading throughout the school. IDL and Spelling Shed are used throughout school.

Additional Literacy Opportunities

There are many literacy enrichment activities that take place throughout the school year:

- World Book Day
- Roald Dahl Day
- Monthly book deliveries to each class
- Oswaldtwistle Library visits
- Author Workshops and talks
- Reading Festival
- Books, Brew and Breakfast
- The Fantastic Book Awards book club
- Termly reading and writing competitions
- Phonics catch up lunch time club
- Mystery readers

Inclusion

We aim for all children to participate in mainstream lessons. Tasks are differentiated through extra adult support and resources and children with S.E.N.D. have individual targets on an IEP. Intervention plans are written by each teacher to ensure extra support for those children who need it and these are timetabled.

Assessment

- **Reading:** Children are assessed continuously using formative assessment in reading sessions and Active Learn Primary. Termly checks using summative assessment methods as completed to aid teachers to plan work and set targets for the next phase of teaching.
- **Writing:** Children's writing is assessed continuously using a selection of strategies. Each child from Year 1 to Year 6 has independent writing in their English Books that provides evidence towards their year group objectives, as well as completing termly writing in an Assessment Book.
- **GPS:** Children are assessed continuously during lessons using formative assessment and then using summative assessment every half term, i.e. Rising Stars GPS tests, to allow teachers to plan work and set targets for the next phase of teaching.
- Year 2 and Year 6 children take SATs in the Summer Term.
- Year 1 complete a phonics screening check.

Monitoring and Review

Monitoring of the standards of children's work and of the quality of teaching in English is the responsibility of the Head teacher, English Lead and Senior Leadership Team. The intention of our

monitoring process is to assess progress in teaching and learning and support colleagues in the teaching of the subject and identify areas of development. This can then be addressed in the English Action Plan and the School Improvement Plan. The monitoring process may include:

- lesson observations
- discussion with staff
- learning walks
- work scrutiny
- analysis of teacher planning
- use of summative assessment data, including Phonics Screening and KS2 SAT tests
- annual core subject audit
- assessment for learning by class teachers to inform planning
- pupil interviews

Monitoring and review will also include developing the progression guidance in the light of content changes of the National Curriculum, current research in English Education, the training needs of staff to develop subject knowledge and school organisation.

The result of the monitoring and review of English will enable the subject lead, in consultation with staff; to set appropriately challenging, curricular targets for every child to ensure progress towards National expectations are met.