

St Erth Primary School

English Policy



St Erth School

Caring, Sharing, Preparing for Life

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I confirm that this policy has been reviewed and adopted by the Governing Body of St Erth Primary School. Chair of Governors: Date: February 2020	

St Erth School

Policy on English

1 Aims and objectives

- 1.1 The study of English develops children's ability to listen, speak, read and write for a wide range of purposes, including the communication of their ideas, views and feelings. Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as of non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding in speaking and writing across a range of different situations.
- 1.2 Our objectives in the teaching of English are:
- to enable children to speak clearly and audibly, and to consider their listeners;
 - to encourage children to listen with concentration, in order to identify the main points of what they have heard and respond respectfully;
 - to show children how to adapt their speech to a wide range of circumstances and demands;
 - to teach children effective communication, both verbal and non-verbal, through a variety of drama activities;
 - to help them to become confident, independent readers, through an appropriate focus on word, sentence and text-level knowledge;
 - to develop enthusiastic and reflective readers, through contact with challenging and substantial texts;
 - to foster the enjoyment of writing, and a recognition of its value;
 - to have an internal recall of a range of texts through the 'Story Telling';
 - to encourage accurate and meaningful writing, be it narrative or non-fiction;
 - to improve the planning, drafting and editing of their written work.

Intent:

National curriculum for English Aims:

- Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.
- Pupils should be taught to speak clearly and convey ideas confidently using Standard English.
- Teachers should develop pupils' reading and writing in all subjects to support their acquisition of knowledge. Pupils should be taught to read fluently, understand extended prose (both fiction and non-fiction) and be encouraged to read for pleasure
- Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum.

At St. Erth, we teach Literacy daily. The children have a writing/ English grammar lesson, spelling/ phonics and guided reading sessions every morning. We recognise the importance of basic skills in reading and writing and give this high priority in our curriculum. Wherever possible, English is taught through cross-curricular themes linked to the term's Topic. We value the importance of reading high quality texts and use these as a cornerstone for our Topics to inspire and educate.

We promote discussion and language acquisition through Talk for Writing and throughout the curriculum, talk partners are encouraged.

We strive for the children to develop a love of reading which will in turn, inspire their writing.

2 Teaching and learning style

- 2.1 At St Erth School, we use a variety of teaching and learning styles in our English lessons, as recommended by the National Curriculum, embedding the 'Story Telling' initiative to build children's confidence in speaking out loud and have a sound understanding of different text types. Our principal aim is to develop children's knowledge, skills, and understanding. We do this through daily lessons in English, SPAG (Spelling, Punctuation and Grammar) and Reading in which children may experience a whole-class reading or writing activity, a whole-class focused word, spelling or sentence activity, a guided group or independent activity, and a whole-class session to review progress and learning. In Key Stage One and Two there are spelling lessons or activities daily using the schools' phonics scheme based on Letters and Sounds for spelling strategies and rules for reading and spelling. Some children in Year 2 also follow this scheme. Children are taught in Year

groups for phonics in KS1 and based on ability in KS2. The independent activity gives an opportunity to talk and collaborate, and so embed and enhance their learning. They have the opportunity to experience a wide range of texts, and to support their work with a variety of resources, such as dictionaries, thesauruses and phonic cards, text maps etc. Children use ICT in English lessons where it enhances their learning, as in drafting their work and in using multimedia to study how words and images are combined to convey meaning. Specific Apps are used to support Literacy on the iPads where applicable. Wherever possible, we encourage children to use and apply their learning in other areas of the curriculum. Texts are always topic-based and wherever possible, Literacy is cross-curriculum to make it purposeful.

- 2.2 In all classes, children have a wide range of abilities, and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons, we do it through differentiated group work, while in others, we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support some children, and to enable work to be matched to the needs of individuals.

Implementation:

When reviewing our curriculum and the teacher's assessments, we realised the importance of ensuring spelling and reading were given stand-alone lessons. With the purchase of Read, Write, Inc spelling for Years 2-6, there is a guarantee that each child has a daily spelling session and the National Curriculum spelling objectives are being taught efficiently. The children also have opportunities to practise these spelling words with daily handwriting practise and with apps like Reading Eggs.

Likewise, teachers have ensured that specific guided reading lessons are occurring daily and most have moved to whole class sessions rather than groups to ensure high-quality teaching at all times incorporating speaking and listening. With the inclusion of resources like Literacy Shed and Reading Eggs, many reading objectives can be taught even with different levels of decoding in class. Teachers also ensure that interventions are appropriate to support those who do need further support in Literacy areas including speech and language. Teachers at St Erth are very aware of SEN and are quick to identify and support the needs of individual pupils. Our bespoke Learning Ladders curriculum is beneficial to assess gaps in learning.

We incorporate Talk for Writing when appropriate to give children the internal structures for sentences and texts and allow them to experience a variety of language structures.

Targets are used on a class and individual basis depending on what is appropriate for the child and activity.

Moderation takes place within key stages and as a whole school to ensure assessments are accurate and to share the good practise at St Erth.

3 English curriculum planning

- 3.1 English is a core subject in the National Curriculum. We use the National Curriculum as the basis for implementing the statutory requirements of the programme of study for English. These are incorporated into our Learning Ladders which also include writing and reading objectives we feel are valuable for children to leave Primary School with.
- 3.2 We carry out the curriculum planning in English in three phases (long-term, medium-term and short-term). The National Curriculum detail what we teach in the long-term. Our yearly teaching programme (Learning Ladders) identifies the key objectives in literacy that we teach to each year. All of the objectives for Reading, Writing and SPAG are in individual learning ladders, developed by the school, which each child has and uses to assess progress and coverage of the curriculum.
- 3.3 Our medium-term plans, which we also base on the National Curriculum, give details of the main teaching objectives for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader is responsible for keeping and reviewing these plans.
- 3.4 Class teachers complete a weekly or daily (short-term) plan for the teaching of English. This lists the specific learning objectives and expected outcomes for each lesson, and gives details of how the lessons are to be taught. It also includes details of what each group of children will be learning. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis, there is not set format for this.
- 3.5 We plan the activities in English so that they build on the children's prior learning. While we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we also

plan progression into the scheme of work, so that there is an increasing challenge for the children as they move up through the school. This progress is monitored using Learning Ladders.

3.6 Reading:

Reading is taught daily throughout the school. In EYFS and Year 1 the children use Letters and Sounds phonics to learn early reading and the English Lead has created a phonics and reading scheme which has supporting texts for all phonemes taught and high frequency words. The children also read with to give them practise of this skill: sometimes in groups to promote discussion as well as individually. From Year 2 – 6, the children have daily guided reading sessions. This is mostly taught through a whole class approach and recorded in floor books. Children are encouraged to discuss their views and make notes. We use rich texts and have included many classics as well as modern texts to inspire a love for reading. Children are still read with individually wherever possible. Those children who require intervention in phonics receive this as well as those who need to develop reading confidence: this is organised within the classrooms. In Key Stage 2 Project X Code is used to promote discussion and reading skills. Children are encouraged to read every evening and reward systems are in place in classes. Books are monitored to ensure children read a variety of texts and having opportunities to read. Teachers monitor this and ensure those not reading at home, are given opportunities in school to read. Likewise, time is given for children to access Reading Eggs in school to ensure this programme is having full effect.

Children's progress is monitored using individual reading records in some classes and on Learning Ladders. The children in Key Stage 2 also have a more formal reading comprehension assessment through NFER tests which offer a standardised score to help inform teacher assessments.

4 The Foundation Stage

- 4.1 We teach English in reception classes as an integral part of the school's work. The format for the daily lesson is similar to that used in the rest of the school. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the English aspects of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations. The children in Reception also take part in the daily learning of synthetic phonics through a Letters and Sounds-based scheme.

5 Contribution of English to teaching in other curriculum areas

- 5.1 The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work at school.
- 5.2 Mathematics
- The teaching of English contributes significantly to children's mathematical understanding, in a variety of ways. Children in the Foundation Stage develop their understanding of number, pattern, shape and space by talking about these matters with adults and other children. Children in Key Stage 1 meet stories and rhymes that involve counting and sequencing. Children in Key Stage 2 are encouraged to read and interpret problems, in order to identify the mathematics involved. They explain and present their work to others during plenary sessions, and they communicate mathematically through the developing use of precise mathematical language.
- 5.3 Personal, social and health education (PSHE) and citizenship
- English contributes to the teaching of PSHE and citizenship by encouraging children to take part in class and group discussions on topical issues. Older children also research and debate topical problems and events. They discuss lifestyle choices, and meet and talk with visitors who work within the school community. Planned activities within the classroom also encourage children to work together and to respect each other's views.
- 5.4 Spiritual, moral, social and cultural development
- The teaching of English develops skills through which our children can offer critical responses to the moral questions they meet in their work. Their understanding and appreciation of a range of texts

bring them into contact with their own literary heritage and with texts from a diverse range of cultures. The organisation of our lessons allows children to work together, and gives them the chance to discuss their ideas and results.

6 English and ICT

- 6.1 The use of ICT, with clear learning objectives, will promote, enhance and support the teaching of English at word, sentence and text levels. It also offers ways of impacting on learning which are not possible with conventional methods, e.g. interactive and non-linear stories.
- 6.2 ICT is used at whole-class, group and independent levels. The screen projection of text enables it to be read and shared. The projection of a word processor permits the writing process to be modelled effectively. A wide variety of text types are available through the Internet to encourage the framing of explicit questions. Word banks or word grid software speed up recording, particularly for children with SEN. Software is used to support independent reading (text to speech) and writing (predictive word processors, word banks and spell checkers). A range of software is used to develop specific grammatical and spelling skills. Lessons can focus on what pupils have achieved using ICT, or ICT can provide the means of presenting their outcomes (via multimedia presentation or the school website). We also have iPads to support the development of handwriting, spelling, writing and accessing texts through ICT alongside recording children telling texts.

7 English and inclusion

- 7.1 At our school, we teach English to all children, whatever their ability and individual needs. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our English teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).
- 7.2 When progress falls significantly outside the expected range, our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum, using our individual Learning Ladders, allows us to consider each child's attainment and progress against expected levels. This ensures that our teaching is matched to the child's needs.
- 7.3 Intervention through the Record of Need may lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to English.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning English. Where children are to participate in activities outside the classroom (a theatre trip, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 7.5 Teaching assistants provide help by using:
- texts that children can more easily read and understand;
 - visual and written materials in different formats;
 - ICT, other technological aids and taped materials;
 - alternative communication, such as signs and symbols;
 - translators and amanuenses.
 - intervention groups to support children who are low-attaining;
 - focused teaching groups to boost the more able learners.

8 Assessment for learning

- 8.1 Teachers assess children's work in English in three phases. The short-term assessments that teachers make as part of every lesson help them to adjust their daily plans. They match these short-term assessments closely to the teaching objectives (Learning Ladders). Written or verbal feedback is given to help guide children's progress. Children are encouraged to make judgements about how

they can improve their own work. There is a detailed phonics assessment in place to support our phonics scheme.

- 8.2 Teachers use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. These are recorded in individual Learning Ladders and on the Learning Ladders system online to monitor progress and curriculum coverage for individuals and cohorts.
- 8.3 Teachers make long-term assessments towards the end of the school year, and they use these to assess progress against school and national targets. With the help of these long-term assessments, they are able to set targets for the next school year, and to summarise the progress of each child before discussing it with the child's parents or carers. The next teacher then uses these long-term assessments as the planning basis for the new school year.
- 8.4 These long-term assessments are based on end-of-year tests and teacher assessments against the Learning Ladder objectives which incorporate the TAFs (Teacher Assessment Frameworks). Children undertake the national tests at the end of Year 2 and Year 6, and optional NFER at the end of Years 3, 4 and 5. Teachers also make annual assessments of children's progress against the TAF standards set out by the Government.
- 8.5 Teachers meet regularly to review and moderate individual examples of work against the national exemplification material produced by the QCA and the DCSF (moderation meetings).
- 8.6 Staff are keen to improve their subject knowledge and the subject leader takes an active role in disseminating best practice and making recommendations for staff development and leading moderation.

Impact:

The impact of having a curriculum that is rooted in Topic work ensures that the children's work has purpose and builds on Science, History and Geography skills also.

We have observed that children's vocabulary is progressing and the children are becoming more confident in taking risks with language and are happy to use thesauruses and dictionaries to check their vocabulary choices in KS2. Through the use of ambitious class texts to tell and read, the children are being offered opportunities to use heightened language throughout the school.

The impact of whole class guided reading has been very positive in Key Stage 2 as all children are accessing texts that they would not always access independently. The use of floor books to record guided reading has also celebrated reading in a way that is easily managed and with clear evidence for assessment.

Read, Write, Inc. Spelling has had a positive impact on the teaching of spelling and making this more manageable for teachers. We will keep reviewing this and allow the three years to trial to see the true impact of this programme.

As a result of the children at St Erth being given challenging texts to read, tell and write with higher level vocabulary, they are confident. This is apparent through our dramatic performances in KS1 and KS2 which are of a very high standard.

The children are becoming more confident to discuss their learning through the development of metacognition in school and using target cards to prompt. As always, teacher at St Erth discuss and adapt materials and activities to ensure the best provision is always offered to the individual pupils.

9 Resources

- 9.1 There are a range of resources to support the teaching of English across the school. All classrooms have dictionaries, thesauruses and a variety of age-appropriate small apparatus. Each classroom has iPads available. All classrooms have a selection of fiction and non-fiction texts. Children have access to the Internet through laptops and iPads. The library contains a range of books to support children's individual research.

10 Monitoring and review

- 10.1 The coordination and planning of the English curriculum are the responsibility of the subject leader, who also:
 - supports colleagues in their teaching, by keeping informed about current developments in English and by providing a strategic lead and direction for this subject;
 - gives the headteacher an annual summary report in which s/he evaluates the strengths and weaknesses in English and indicates areas for further improvement;

- uses specially allocated regular management time to review evidence of the children's work, and to observe English lessons across the school.

- 10.2 A named member of the school's governing body is briefed to oversee the teaching of literacy. The literacy governor meets regularly with the subject leader to review progress.
- 10.3 This policy will be reviewed at least every two years.

11 Handwriting

- 11.1 At St Erth we believe that neat, well formed handwriting and presentation of written work helps raise standards as the pupils take pride in, and have a sense of ownership, of their work.
- 11.2 In EYFS and Year 1 the children are taught to form letters using a cursive script alongside their learning of phonics in the Read, Write, Inc programme of learning.
- 11.3 Towards the end of Year 1, depending on their ability, to Year 6, the children are taught a cursive script which enables children to join easily and they are encouraged to join as soon as they can form the letters correctly. This script makes it more straightforward for dyslexic children to join as each letter starts on the line so children can easily recall where to begin their letters.
- 11.5 Handwriting is taught regularly through short focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside Literacy lessons, although shared and guided writing also provides additional opportunities for modelling and monitoring of handwriting.
- 11.6 Cursive script:

A B C D E F G H I J K L M
 N O P Q R S T U V W X Y Z
 a b c d e f g h i j k l m
 n o p q r s t u v w x y z
 The quick brown fox jumps
 over the lazy dog.

Signed:

Date: November 2020

Date to be Reviewed: November 2022