



English Subject Leader: **Jayne Blackburn**

Date policy written: **April 2022**

Nominated Governor: Gail Breen

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## ENGLISH POLICY

**'Let Your Light Shine'**

**Matthew 5:16**

At St Peter's we believe that all our children can **shine** as we strive for every member of our family to succeed and flourish through our values centred curriculum; to enable our children to grow in confidence with God's **love**, to **challenge** each other and ourselves and be **inspired** to love God and learning, as disciples of Jesus Christ.



### **Vision and Purpose**

At St Peter's we seek to realise the potential of each individual in a supportive and caring environment. We aim to provide a broad and balanced curriculum, Christian commitment and sensitivity, and in partnership with the family and community, encourage all positive aspects of education and social development. Together we strive for high academic standards and to provide a wide variety of experiences to promote interests, life skills, confidence, and responsibility now and for later years.



### **English Intent**

At our school we strive for each child to be able to:

- Read and write with confidence, fluency and understanding.
- Have a positive reading and writing culture throughout school.
- Engage children through wider opportunities.
- Developing a love of reading and writing across the curriculum.
- Have an interest in texts of all types and to read for enjoyment – to foster a love of reading in many children.
- Have an interest in words and their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres, being able to write in a variety of styles and forms appropriate to the situation.
- Be developing the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.



### **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the following documents:

- The National Curriculum 2014
- Statutory Framework for the Early Years Foundation Stage 2021

Other important documents from which teachers are guided include:

- Key Learning documents (KLIPS) produced by Lancashire Literacy Advisory Team.

**In the Early Years Foundation Stage (Reception)** children will be given opportunities to:

- Speak and listen and represent ideas in their activities.
- Use communication, language and literacy in every part of the curriculum.
- Enjoy a wide variety of texts.
- Become immersed in a text rich environment.
- Begin to learn the phonic code.

**At Key Stage One (Years 1 and 2)** children will learn to:

- Speak confidently and listen to what others have to say, developing an ever-widening vocabulary.
- Begin to read and write independently and with enthusiasm.
- Use language to explore their individual and collective experiences and explore imaginary worlds.
- Experience the full range of phonic sounds.

**At Key Stage Two (Years 3-6)** children will learn to:

- Change the way they speak and write to suit different situations, purposes and audiences.
- Read a range of texts and respond to different layers of meaning in them.
- Explore the use of language in a variety of multi modal texts and learn how the structure of language works.



### **Subject organisation**

Throughout the Early Foundation Stage English is taught daily with an emphasis on early phonics, writing and reading. Communication and language skills are integral to continuous play provision.

An hour's English lesson is taught each day throughout KS1 and KS2. During these lessons, children in KS1 and KS2 are grouped according to writing and reading ability and the work is differentiated accordingly. Differentiated tasks are clearly highlighted on short-term plans. In all classes, Teaching Assistants support a variety of groups and individual children, especially disadvantaged children. Pupils experience 15 minutes daily discrete phonic teaching in KS1 and phonic teaching continues for as long as deemed necessary in KS2, with other strategies in place. Pupil provision is related to age group expectations, not age.

We seek to take advantage of opportunities to make cross-curricular links. We plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Opportunities to use ICT to support teaching and learning are planned for and used as appropriate.

Each child will develop a 'Portfolio' of writing, begun in Reception and followed throughout each year group until Y6. Two pieces of independent work are collected every half term and are stored as a record of progress.



### **Planning**

Each teacher will plan a complete unit of work based on objectives, text forms and the three phase teaching sequence. Planning will also consider opportunities for learning both within dedicated English teaching time and also across the whole curriculum. A range of genres are studied. Key Learning (KLIPS) also ensures that equal weighting is given to grammar, punctuation and spelling. Year 2 and 6 use the DFE expectation framework.

Each unit of work will:

- Cover the development of speaking, listening, reading and writing.
- Lead learning at a challenging pace towards the end-of-year expectations and through deepening learning.
- Follow the teaching sequence moving from reading, through analysis into writing.
- Fully integrate the appropriate use of ICT and assessment opportunities.
- Involve a wide variety of enjoyable and engaging learning opportunities related to children's experience, building on previous learning.
- Lead to a meaningful outcome which has a real and clearly understood purpose and audience.



### Oracy and Listening

At our school, the four strands of speaking and listening: speaking, listening, group discussion and drama permeate the whole curriculum. Children are encouraged to speak clearly and coherently using words as effective tools for conveying meaning. Listening skills are focussed on as a way of increasing self knowledge and a social skill for harmonious relationships. At all times we seek to develop in our pupils, effective communication skills in readiness for later life. We are a school of *'Big Questions and Big Conversations'* that encourages relevant dialogue that promotes critical thinking through the use of *'Picture News'* and we seek to develop and embed our Christian values and vision. Oracy is fostered in the EYFS stage; engaging and interactive home corners as well as adult led interventions such as *'Talk Boost'*, NELL and a vocabulary storytelling project to develop early speaking and listening skills. From Key Stage 1 onwards Oracy is included in every lesson, through a range of activities. These include debating, discussing and deliberating over ideas so that children are stretched and challenged to formulate their own opinions and come to shared decisions. These skills and opportunities are fundamental to supporting the development of reading and writing skills.

Each year group engage in storytelling projects, performance poetry and learn stories by heart at their age range. This is a whole school commitment based on *'Talk for Writing'* and techniques and strategies advocated by Pie Corbett.



### Reading

Reading is essential to attainment and success across all subjects. We aim to develop a love of reading and teach every pupil to read well, for meaning and for pleasure. We know that the ability to read is fundamental to pupils' development as independent learners, during their time at St Peter's and beyond. Ensuring all pupils make progress in their reading skills including decoding, accuracy, fluency, understanding and response to texts. We will ensure children are able to read and enjoy a variety of different texts e.g. fiction, non-fiction, playscripts, poetry, reports and understand their purpose. We aim to create a positive reading culture where children enjoy reading, develop a love of authors and want to read regularly and discuss their reading.

#### Foundation and Key Stage 1

At our school we provide all our children with the opportunities to acquire and practise skills in the early stages of reading. We aim to

This will be developed through the acquisition and use of phonic knowledge.

Children will be taught:

- Grapheme–phoneme (letter/sound) correspondences) in a clearly defined, incremental sequence using the materials from *'Phonics Bug'* a DFE validated programme.
- To apply the highly important skill of blending (synthesising) phonemes in order, all through a word to read it.

- To apply the skills of segmenting words into their constituent phonemes to spell them.
- That blending and segmenting are reversible processes.
- That some words are 'tricky' and need to be recognised and learnt.

At our school we will ensure that phonics teaching is:

- Part of a broad and rich curriculum that engages children in a range of activities and experiences to develop their speaking and listening skills and phonological awareness.
- Multisensory, encompassing simultaneous visual, auditory and kinaesthetic activities to enliven core learning.
- Systematic and follows a carefully planned programme, reinforcing and building on previous learning to secure children's progress.
- Taught discretely and **daily** at a brisk pace so children can progress through the phases outlined in the 2014 National Curriculum and EYFS Framework 2021.

This work will be set alongside work on developing speaking and listening skills, vocabulary development and language comprehension. We aim that the great majority of children should be confident and enthusiastic readers by the end of Key Stage 1.

In the Early Years Foundation Stage, KS1 and KS2, all guided reading books and home reading books are levelled according to a phased reading system. KS2 Guided reading is supported and taught using the Pearson Reading Scheme with staff adapting and changing where appropriate to meet the needs of the child.



## Key Stage 2

### Language Comprehension

As children develop in their reading throughout KS1 and into KS2, attention will be paid to the transition from 'learning to read' to 'reading to learn', altering the balance from word recognition towards language comprehension. Reading will be taught through a balance of shared, modelled, guided and independent reading including reading in other subject areas. Class novels are now an integral part of the reading life in school and classes now have texts.

At St. Peter's we will ensure strategies are taught to ensure good reading comprehension through focussed questions identified as 'Looking, Clue and Thinking'. These questions develop the skills of:

- Prediction
- Questioning
- Deduction
- Inferring
- Finding evidence



### Home reading

Each child at St. Peter's will take home a reading book and either a reading record book or a reading journal every day. Parents are encouraged to write a comment regarding their child's reading progress in the record book. A reading book will be changed when it has been completed at home. In the Early Years Foundation Stage and KS1, this book will be read to an adult in school and changed for the child at least once per week. Children will follow the 'a phased reading' approach throughout all Key Stages. Wider reading at school and home is always encouraged and promoted. In EYFS, our 'Read with Me' book bags support the development of pleasure for reading. Year 1 children have a Phonics Bag containing teaching and learning resources to support phonic skills.

In KS2, all children will follow the phased reading approach and staff will monitor progress. To promote children's independent skills, it is the child's responsibility to change their own reading book. Our Reading Rucksack, including our Reading Bears are used to further support reading for pleasure in Key Stage 1 and Key Stage 2. Reading is always part of our daily homework as seen in the Homework Policy.



## **Writing Speaking and Listening**

We will ensure that all children have opportunities to:

- Engage in 'Talk for Writing' and storytelling projects within each year group.
- Orally rehearse their writing through sentence actions.
- Activate knowledge of what they are going to write about.
- Experience language through an adult's demonstrating talk in order to be able to use it effectively themselves.
- Communicate in different groups, pairings and seating arrangements.
- Use drama to stimulate writing
- Listen to and understand what makes a good listener and speaker.



## **Key principles for Writing**

At our school we will:

- Teach writing through a balance of shared, guided and independent writing.
- Build on the children's enjoyment and motivation to write through a wide variety of multi modal texts.
- Make explicit the links between visual texts and a written outcome.
- Teach understanding of genre structures and their associated vocabulary to support the writing sequence.
- Consistent approach in the teaching of writing with key knowledge and vocabulary embedded.
- Discuss images and pictures to generate wider vocabulary.
- Make children aware of the purpose of each task within the unit, in particular how a skill or concept can be applied to other learning in all curriculum areas.
- Ensure that the audience for writing is made clear and that opportunities are sought for an audience that goes beyond the immediate classroom environment.
- Use AfL to ensure pupils move on at an appropriate pace for each individual.
- Involve self and peer reviews with the aim of editing and improving our writing.
- Ensure there is an appropriate balance between supported and independent writing.
- That our writing is celebrated within classes, newsletters and dojo.



## **Feedback on learning**

At our school we will ensure that:

- Learning objectives, success criteria and curricular targets provide a framework for feedback on learning.
- Teacher led, paired and self-assessment feedbacks are used to enable children in understanding their progress and identifying next steps.
- Time is built into literacy activities for giving oral and written feedback and for children to reflect and act on feedback. This identifies what a child has done well, what needs to be done to improve, and guidance on how to achieve this
- Response and high-quality live marking provide clear feedback (see Marking Policy).
- Children know that their work is valued and constantly monitored.
- Respect the writing and views of others.

- React positively to feedback from teacher and peers and be motivated by the desire to improve.



### **Presentation**

At our school we will:

- Specifically teach handwriting from the Early Years Foundation Stage to Year 3. By the end of Year 3 we aim for most children to be able to write consistently with neat, legible and joined handwriting as advocated in the Curriculum.

Once children have developed a consistent legible and joined handwriting style – children can work towards their pen licence from Year 3 upwards. Every child from Year 4 will use a pen.

- Follow the school’s handwriting policy in order to have a consistent approach to the formation of letters using lead ins and lead outs.
- Be keen to share and publish our work.
- Take pride in presentation and content.



### **Assessment and Target Setting**

At our school we will:

- Use ‘Assessment for Learning’ approaches to find out how well children are reading and writing and how to help them improve.
- Carefully assess and monitor children’s understanding and application of their phonic skills, including quality first teaching and through the use of Phonics Tracker.
- Use the Lancashire KLIPS to assess children against their year group expectations. To assess whether children are ‘On Track’, ‘Not on Track’ or working at ‘Greater Depth’
- School developed assessment grids with key knowledge and expectations are used to assess writing skills.
- Moderation across school takes place and school developed moderation grids used to support assessment
- Analyse termly data to identify strengths and specific areas for pupil intervention.
- Have high expectations for our pupils in reading and in writing and that most will achieve their year group expectations.
- Early Years Foundation Stage are internally assessed.
- Key Stage 1 SATs which are set externally and marked internally.
- Key Stage 2 SATs which are set and marked externally.

Our assessment procedures will continue to give attention to helping pupils to meet or exceed national expectations and achieve the highest standards they can over each stage of their learning.



### **Inclusion**

At our school we aim to:

- Provide all children with equal access to the English curriculum.
- Provide for all children so that they achieve as highly as they can.
- Identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through mainly teacher-led intervention.
- Identify More-Able and gifted children and provide suitable learning challenges.
- If, with appropriate access strategies and support, a child cannot work towards the same learning objective as the rest of the class, we will track back to an earlier objective in consultation with the SENDCO.



## Equal Opportunities

At St. Peter's, all children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.



## Role of the subject leader

At our school the subject leader is responsible for improving the standards of teaching and learning in English through:

Monitoring and evaluating:

- Pupil progress (through work scrutiny, lesson observations and pupil interviews).
- The quality of teaching.
- Provision in the quality of the learning environment.
- The deployment and provision of support staff.

The subject leader will:

- Take the lead in policy development.
- Audit and supporting colleagues in their CPD.
- Purchase and organise resources.
- Keep up to date with recent developments.



## Parental involvement

All our parents are encouraged to support their child. All parents are provided with:

- A home school reading diary or journal with which to exchange information about reading.
- An information leaflet about the teaching of phonics and a parental workshop.
- Early reading parental workshop.
- Information regarding their child's targets.
- Two parents' evenings throughout the year and an end-of-year report outlining their child's attainment and effort in English and whether this is below, at or above age-related expectations.
- Our home /school agreement outlines clear expectations of support for school and from school for parents.



## The Governing Body

Regular reports are made to the Governing Body through the Curriculum Sub Committee and the Governor with responsibility for English (Gail Breen).



## CONCLUSION

The English Policy addresses the issues relating to equal opportunities, children with special educational needs, and teaching and learning by incorporating the principles, values, aims and objectives in the following school policies:

- Equal Opportunities
- Special Needs
- Teaching and Learning
- Gifted and Talented

Update to Policy Record Sheet

Date	Reference / aspect of policy to update	Suggested amendments to consider at next review.

*Jayne Blackburn (April 2022)*

*Date approved by Governors* \_\_\_\_\_

