

**BANKS ST.
STEPHEN'S C.E.
PRIMARY SCHOOL**



ENGLISH POLICY

This policy reflects the school's values and philosophy in relation to the teaching and learning of English. It sets out a framework within which staff can operate and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the new curriculum 2014 Schemes of Work that set out in detail what pupils in different classes/year groups will be taught.

PHILOSOPHY

The ability to use language well will be of crucial importance to a pupil's overall performance in school and in later life. Since language can be both written and spoken, this means that we aim to develop the pupils' capabilities in speaking and listening, reading and writing. The promotion of a love of books and an appreciation of the power and delight of language is central to our teaching.

Through a mixture of direct teaching, guided and independent work and through using a wide range of carefully structured, attractive books and digital texts which include multicultural texts, non-fiction and poetry, we hope to develop successful and enthusiastic readers, writers and speakers.

Intent

At Banks St Stephen's CE Primary School it is our intent to nurture and develop the whole child. We strive for all of our children to be Primary Literate Pupils. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. We aim to ensure that all pupils:

1. Read easily, fluently and with good understanding
2. Develop the habit of reading widely and often, for both pleasure and information, knowing that reading is a wonderful relaxation tool and enhances mental health, as well as developing knowledge. We aim for them to be able to identify a number of authors and a genre/genres they enjoy reading
3. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
6. Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
7. Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Implementation

At Banks St Stephens the English curriculum is taught using a variety of resources to engage children and enhance learning, the most important of these being high quality, challenging texts that link with other curriculum areas. The curriculum is constantly evolving to illustrate this and the Subject Leader and school staff constantly look for new texts to support the curriculum and development of skills. We prioritise time daily to read to children to further develop their love of reading and model reading for pleasure and enjoyment, developing vocabulary and feeding pupils' imagination, opening up a treasure-house of wonder and joy for curious young minds. Links are made to other areas of the curriculum through cross-curricular writing, performance poetry, debate, reading and the use of computing to write, publish and communicate in a variety of ways.

Impact

The impact of the engaging, rich, literate curriculum is evident in the oracy skills, passion for reading and range of writing that children of all ages produce across the school.

Curriculum

At Banks St Stephens Church of England Primary School, we follow the statutory guidance for the teaching of English, as set out in the National Curriculum 2014. We aim to develop the English skills children will need to equip them for everyday life in an ever changing society. We strive to create an engaging, language rich environment, where children can learn and develop skills in a purposeful manner, making strong links with other curriculum areas where appropriate. Statutory requirements for the teaching and learning of English are laid out in the Primary National Curriculum English Document (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2014)

Early Years Foundation Stage

In the Foundation Stage, communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations. Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Children in Reception work within the Early Years Foundation Stage Framework towards the Early Learning Goals. The children experience activities to develop their knowledge, understanding and skills through the seven areas of learning, including the prime area of Communication and Language and the supporting area of Literacy. The Communication and Language element encourages children to listen, respond and engage in activities with others and to express themselves effectively. Literacy encompasses reading and writing using their phonic knowledge to decode words and reading and writing simple sentences. Children in Pre-School and Reception follow a structured, synthetic phonics programme, 'Letters and Sounds', taught using multi-sensory, engaging activities and resources, both discretely and within continuous provision activities. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. We encourage reading for pleasure and our reading scheme for the Reception children includes a variety of colour banded phonically regular books, mainly from Oxford Reading Tree. Reception children take part in weekly Shared Reading sessions using the John Murray scheme; Reading Rocketeers.

Key Stage One

At Key Stage One (Years 1 and 2), children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. In Key Stage One children experience a range of text genres aimed at broadening their knowledge of text types and engaging them in literature. Children are taught skills in speaking and listening, reading and writing encompassing phonic knowledge, drama, spelling, grammar, comprehension, composition and handwriting. Children in Key Stage One, and Key Stage Two if necessary, follow a structured, synthetic phonics programme, 'Letters and Sounds'. They are taught using multi-sensory, engaging activities and resources, both discretely and within continuous provision activities if appropriate for the year group. Each session gives an opportunity for children to revisit their previous experience, be taught new skills, practise together and apply what they have learned. We encourage reading for pleasure and teach reading through a variety of colour banded, phonetically decodable books, mainly from Oxford Reading Tree. Children benefit from weekly planned guided reading sessions throughout school. Year 1 use the John Murray Reading Rocketeers Scheme and then move onto the John Murray Guided Reading Scheme; Reading Explorers in Year 2.

Key Stage Two

At Key Stage Two (Years 3-6), children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works. Children experience a range of text genres aimed at broadening their knowledge of text types and engaging them in literature. Children are taught skills in speaking and listening, reading and writing encompassing phonic knowledge, drama, spelling, grammar, comprehension, composition and handwriting. Spelling is taught throughout Key Stage Two using the No Nonsense Spelling scheme of work and weekly guided reading sessions are taught across the key stage supported by the John Murray Reading Explorers scheme.

By the beginning of year 3, pupils should be able to read books written at an age appropriate interest level. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently, developing higher order reading skills such as inference, deduction, skimming, scanning and prediction. They should be developing their understanding and enjoyment of stories, poetry, plays and nonfiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

By the beginning of year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. They should be reading widely and frequently, outside as well as in school, for pleasure and information. Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

Differentiation

We aim to provide the best teaching for all children so that they all reach their potential in English according to their individual abilities. We identify pupils or groups of pupils that may need additional support and take steps to improve their attainment or deepen their learning using quality first teaching

strategies. Programmes are used to assist children in achieving their potential where appropriate, including Fast Track Phonics, Bounce Back Phonics, Talk Boost, Toe by Toe, Fast Forward Grammar, Fast Forward Spelling and IDL. Staff also use a pre-teach approach to aid children, precision teaching for identified children or use timely intervention to support marking and feedback within lessons. More Able children are identified and suitable learning challenges provided in line with greater depth challenges to assist them to achieve and gain a deeper understanding of their learning.

At St Stephen's we agree that a more able child is any child who is attaining beyond their 'age related expectations'. This means they are achieving at a higher standard within their own year group expectations. Higher attaining pupils will be predominately supported by their class teachers and given activities that allow them to gain further 'mastery' of their learning by applying it in different ways. Some pupils who are more able in English may generally demonstrate levels of literacy or oral skills that are notably advanced for their age group. Other pupils may have unusual abilities in specific areas e.g. poetry, drama, or their knowledge of grammar, while being unexceptional in the rest of their English work. In these cases, it may be hard to relate pupils' ability to age related descriptions. It is important to take a whole-school view to ensure that higher ability in English is also demonstrated in different areas of the curriculum.

Assessment and Recording

O Track provides summative termly assessment data from class teachers and this will outline whether children are developing, expected, exceeding or are showing deeper learning in line with the national curriculum expectations for reading and writing. This data is then accessible to the English Subject Leader (ESL) who can target support and assess good practice. Teachers will also use formative assessment during lessons to inform future planning and differentiation. At the end of EYFS, children are assessed in relation to the Early Learning Goals. In Y1, children take a statutory Phonics Check to test their decoding skills. In Years 2 and 6, children will take statutory assessments in Reading and Spelling, Punctuation and Grammar, while staff in Year 1, 3, 4 & 5 use the Rising Stars/NFER tests to establish termly assessment data. Staff in EYFS and KS1 use a phonic tracker to record progress half termly and this is monitored by the ESL. If children are still working on developing their phonic understanding in KS2, these staff also plan and assess phonics in the same way. This is again monitored by the ESL for intervention and parental support where necessary.

Other relevant policies:

BSS Reading Policy

EYFS Road to Writing Policy

BSS Handwriting Policy

SEND Policy

This policy was adopted by the Governing Body in June 2020.

It will be reviewed again annually and formally reviewed in 2023.

Signed: