



Read St. John's C.E. Primary School

English Policy

'Sowing the Seeds of tomorrow; growing in the light of the Lord'

At Read St. John's we aim to unlock the potential for everyone to flourish whilst being rooted and grounded in God's love. We aim high, so together as one family, we can fly.

This policy outlines the intent, implementation and impact of the teaching and learning of all aspects of the English curriculum. It has been written by the subject leader Katherine Threlfall and reviewed by the headteacher and governors. The subject is led by the subject leader and the staff as a whole and each year, time is set aside to review standards and monitor curriculum provision and ensure training and resources are up to date.

Intent

At Read St. John's we believe that a quality English curriculum will develop children's love of reading, writing and discussion. We aim to inspire an appreciation of our rich and varied literary heritage and a habit of reading widely and often. We recognise the importance of nurturing a culture where children take pride in their writing. We want to inspire children to be confident in the art of speaking and listening. We believe that a secure basis in English skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

Implementation

These aims are embedded across our English lessons and the wider curriculum. We have a rigorous and well organised English curriculum that provides many purposeful opportunities for reading, writing and discussion. Teachers adapt the Lancashire Themed Booklets as appropriate to their classes, but also ensure that cross curricular links with concurrent topic work are woven into the programme of study.

At Read St. John's we have developed a curriculum framework to enable us to deliver the curriculum in a thematic way which is relevant to the children in our school. We use LPDS National Curriculum Support materials as well as some of our own themes. Each half term takes a theme and highlights the key learning within each relevant National Curriculum subject area, to ensure effective progression across the primary phase resulting in a broad and balanced curriculum. The English Units of Work are linked in with the half term cross-curricular theme and wherever possible, we provide enhanced enrichment opportunities to stimulate writing.

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum Document (2014) and in the 'The Statutory Framework for the Early Years Foundation Stage' (March 2017)

EYFS Curriculum

Teaching in Reception is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (September 2021). There are 7 Areas of Learning and Development which address children's physical, cognitive, linguistic, social and emotional development. No one aspect of development stands in isolation from the others as all Areas of Learning and Development are all closely interlinked. (See the Early Years Policy document for more detailed information.) The English curriculum links to the Prime Area of Communication and Language and the Specific Area of Literacy. In 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 possibilities for communication.

National Curriculum

KS1

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.

KS2

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.

English at Read St. John's will not only be a daily discrete lesson, but is at the cornerstone of the entire curriculum. It is embedded within all our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at our school will be exposed to a language heavy, creative and continuous English curriculum which will not only enable them to become primarily literate but will also develop a love of reading, creative writing and purposeful speaking and listening.

The skills and expectations outlined in the National Curriculum document give our English teaching focus and direction, and allow for continuity and progression throughout the school. The major focus for the teaching and learning of literacy skills at Read St. John's School is through the daily English lesson. In this session there is a balance between whole class, group and individual teaching and learning. At our school we have taken the opportunity to develop more thematic learning, where the texts we use link to the cross-curricular themes wherever possible, so that literacy skills can be applied across the curriculum. In order to support this thematic learning across the curriculum, in 2015 we implemented the LPDS Lancashire Curriculum Support Materials, which give guidance in English units and planning, as well as in other curriculum areas. The English Planning units were updated in 2018

Subject Organisation

In English lessons, teachers use a wide range of teaching strategies, including :

- direction

- demonstration
- Modelling
- Scaffolding
- explanation to clarify and discuss
- questioning – to probe pupils’ understanding, to cause them to reflect and refine their work, and to extend their ideas
- initiating and guiding exploration
- investigation of ideas
- discussion and debate
- listening to and responding
- drama and role play

Approaches to Speaking and Listening

Speaking, Listening, Group Discussion and Interaction, and Drama permeate the whole curriculum. The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’ “Spoken language underpins the development of reading and writing.” (NC 2013).

At Read St. John’s we believe that children need to be able to express themselves orally in an appropriate way, and this is an essential skill that children need as they go through life. It is fundamental for the children’s development across the whole curriculum and permeates all areas of the primary curriculum. We believe that spoken language underpins the development of reading and writing. Children need to be absorbed in the quality and variety of language by adults, this is vital if children are to develop their vocabulary and grammar and their understanding for reading and writing. We will ensure the continual development of pupils’ confidence and competence in spoken language and listening skills.

At Read St. John’s, children are encouraged to develop effective communication skills in readiness for later life. Ways in which we support this include:

- Activities which are planned to encourage full and active participation by all children, irrespective of ability
- Children with specific speech and language and auditory problems will be identified and specialist help sought, where appropriate
- School Plays
- Class assemblies
- Participation in school services
- Events within the community
- School Council
- Talk partners
- “Show and Tell” sessions
- Reading Buddies
- Drama / role play activities
- PSHE and circle time

Approaches to Reading

The National Curriculum states that pupils should be taught to read fluently, understand extended prose and be encouraged to read for pleasure. Reading is singled out as of extreme importance since through it ‘pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually’. Reading allows pupils to ‘acquire knowledge’ and to ‘build on what they already know’. The 2014 Curriculum divides reading skills into two dimensions:

- Word reading/ decoding

- Prosody
- Comprehension

At Read St. John's we recognise that these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, writing, grammar and vocabulary. We also understand that reading is a developmental process and part of life-long learning and we encourage and praise children at every stage of it. We encourage reading for pleasure and ensure that children listen to, share and discuss a wide range of high quality texts, and have access to our extensive library to foster independent reading.

Reception and Year 1, following The Little Wandle scheme, read level appropriate books, three times each week in a small group to ensure good phonics knowledge, prosody and comprehension.

Our aims and connected provision:

- Pupils learn to read confidently and fluently through daily phonics sessions (following The Little Wandle Letters and Sounds programme) in the Foundation Stage and Key Stage One, regular reading to adults in school, Guided Reading groups and reading Home-School reading books at home.
- Pupils develop skills in reading through Shared and Guided quiet Reading sessions.
- Pupils are encouraged to read widely, through our use of differing class texts, library Project Loan box sets, weekly school library books and attractive books in classrooms.
- Pupils are encouraged to read for pleasure using reading time, listening to an adult read (class novels) and the various methods outlined above. School Book Fairs are held regularly and promoted in school. There are good links with Clitheroe Library and the Children's librarian visits school to promote Reading Incentive programmes that Lancashire Library service organise. We participate in the Lancashire Schools' Library Service Fantastic Book Awards Scheme for Upper KS2 pupils.
- Pupils also need to read to find information in all lessons and comprehension skills are taught.

All children have their own independent Home-School reading book and reading record book which parents are encouraged to comment in. There are a wide variety of reading books, taken from a range of reading schemes. These have been carefully organised according to their approximate reading age and Book Band. There are a wide range of phonically decodable reading books for children in the early stages of learning to read. Each child has a record of available books at each level and this provides a record of each book that they have read. In addition to these, there are sets of books in school specifically for use in Guided Reading sessions. Guided Reading record sheets which outline the reading skills and objectives at each Book Band level are used to track and record progress (these are produced by the Lancashire Literacy team and are available on the Lancashire Literacy website).

Phonics- (See Phonics Policy)

Phonics is taught daily in Reception and Key Stage one. It is a method of teaching children to connect the letters of the alphabet to the sounds that they make and blend them for reading. The children are taught to identify the individual sounds (phonemes) within words and segment them for spelling.

Planning and delivering phonics: We follow the sequence of phonic content of The Little Wandle Letters and Sounds programme consistently from start to finish. Phonics well structured ensuring all children make progress.

Phonics is taught in Reception and KS1 daily for 20 – 30 minutes.

Approaches to Writing

The National Curriculum states that pupils should:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation
- Be grammatically correct
- Write in a range of ways and purposes including narratives, explanations, descriptions, comparisons, summaries and evaluations
- Write to support their understanding and consolidation of what they have heard or read

The 2014 Curriculum divides writing skills into two dimensions:

- Transcription (spelling and handwriting)
- Composition (articulating ideas in speech and writing)

At Read St. John's we recognise that both these elements are essential to success and we support the acquisition of both sets of skills through various methods. We recognise that these areas are clearly linked to the other aspects of English learning: speaking and listening, reading, grammar and vocabulary. We encourage our children to become independent and confident writers by immersing them in high quality literature and engaging them in meaningful first hand experiences.

Our aims and connected provision :

- We teach spelling and phonics in a systematically explicit way, using the "The Little Wandle Letters and Sounds" synthetic phonics programme (Reception/KS1) and the "No Nonsense Spelling" document (Years 2-6).
- We teach children to form letters correctly and confidently through frequent and explicit, direct teaching. Once the children can form letters correctly, we teach joined handwriting, to increase their fluency and to support spelling. (See Handwriting Policy)
- We teach grammar as a specific part of the English lesson, or as an additional lesson, where necessary. Focused grammar skills are suggested within each English Unit Summary, relevant to the particular genre of text being studied.
- We correct grammatical error orally/ written work (where appropriate)
- We have a systematic approach, we revisit key learning and build upon it in all areas from phonics, through to grammar and spelling.
- We use high quality texts, modelling and shared/ collaborative writing to demonstrate good practice
- We use the LPDS Lancashire Curriculum Support materials produced by the Lancashire Primary English and Literacy Team to provide a starting point for planning a unit of work. These units have been developed using the content of the programmes of study for English in the National Curriculum 2014. They include the appropriate key learning in reading and writing, an overview of teaching within the phases, grammar foci, writing outcomes and suggested texts and authors.
- We encourage and promote 'talk for writing' wherever possible.
- We make use of scaffolding and writing frames to provide support, where appropriate.
- We provide time for planning, editing and revising
- We use success criteria checklists for pupils to self-assess or peer assess, when appropriate, so that they can evaluate effectively
- We use drama and hot-seating to help pupils to think about another point of view
- We provide support for pupils with learning and motor difficulties.
- We use Catch-Up programmes, such as, Fast Forward Grammar and Fast Forward Spelling to address gaps in learning for groups of pupils in relevant year groups.
- We communicate regularly with parents at Parents' Evenings and through regular reports, to discuss progress and targets for improvement.

The use of ICT

Opportunities to use ICT to support teaching and learning in Literacy are planned for and used as appropriate.

Inclusion

At Read St. John's all children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable English curriculum. 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 use our assessments to identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through intervention groups, One to One support or specialized programmes such as IDL. Gifted children will be identified and suitable learning challenges provided.

Spiritual, moral, social and cultural development

Spiritual development: In responding to a poem, story or text; pupils can be asked 'I wonder what you wonder?' 'How would you feel if you were the person in the story?' 'Where have you met these ideas before?' e.g., when responding to text through drama or Real Reading thinking stems. By appreciating the beauty of language, e.g., poetic language within stories and poems.

Moral development: By exploring stimulus for thinking about the consequences of right and wrong behaviour; pupils can speculate and apply their learning to their own lives. When they do this they are developing their speaking, listening and higher order thinking skills. E.g., The Iron Man and Hugo Cabret. By considering different perspectives and showing empathy.

Social development: By supporting conceptual and language development through an understanding of and debates about social issues, e.g., the destruction of the rainforest. Work collaboratively, e.g., as part of a dramatised response; to prepare a verbal response to an argument; to evaluate each others' work. By providing opportunities for talk in a range of settings, to a range of audiences and for different purposes. E.g., assemblies, performances and structured discussion.

Cultural development: By providing opportunities for pupils to engage with texts from or representing different cultures. By providing opportunities for children to visit the theatre and experience theatrical productions.

Assessment, Monitoring and Moderation

Work is assessed in line with the school Assessment Policy. Staff assess pupils' learning during and as part of every session, and they adapt their practice and planning accordingly. Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child-initiated play. Observations take place on a daily basis (both formally and informally). There is continuous monitoring and assessment of each child's development. This information is updated at least once each term, on to the Lancashire EYFS Tracking Tool, which tracks individual progress. At the end of the year it provides a summary of every child's development and learning achievements which will then be used to complete the Early Years Foundation Stage Profile.

In KS1 and KS2, Lancashire Assessment materials (KLIPs) are used each term to assess standards of attainment of all children in Reading and Writing. Throughout the school teachers will assess whether children are working below, just below, on track or at greater depth for their age based on their

understanding and application of the content of the National Curriculum 2014. Progress and attainment is reported to parents through parents' evenings and end of year reports.

Feedback is given to the children as soon as possible and marking work will be guided by the school's Marking Policy.

This information helps teachers as they plan for "next steps" in children's learning. It is recorded each term on INSIGHT. This allows progress within different cohorts and groupings (eg gender, Pupil Premium, EAL) within school to be analysed by the Senior Leadership Team, Governors, the SENCo etc. In Years Two and Six, children are also assessed using the National Statutory Assessment materials (SATs).

Monitoring and moderation takes place regularly through:

- Monitoring of planning
- Learning Walk
- Observations
- Scrutiny of Books/Work
- Moderation of work
- Discussions with Children/Pupil Voice Questionnaires
- Staff Meetings and Staff Audits
- Meetings/observations with the nominated governor.

Health and Safety.

N/A

Resources

The resources we use are wide and varied throughout the school to enable all children access to a broad curriculum.

Impact

The impact on our children is clear: progress, sustained learning and transferrable skills. As a result we have a community of enthusiastic readers and writers who enjoy showcasing their developing English knowledge and skills. They are confident to take risks in their reading and writing, and love to discuss and share their ideas.

As all aspects of English are an integral part of the curriculum, cross curricular writing standards have also improved and skills taught in the English lesson are transferred into other subjects; this shows consolidation of skills and a deeper understanding of how and when to use specific grammar, punctuation and grammar objectives. We hope that as children move on from us to further their education and learning, that their creativity, passion for English and high aspirations travel with them and continue to grow and develop as they do.

The impact is evidenced in the learning outcomes of the children at the end of KS2, who:

- can read easily, fluently and with good understanding
- have developed the habit of reading widely and often, for both pleasure and information
- have acquired a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

This policy was written in July 2020 and will be reviewed in July 2021.

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