

‘Learn, Pray, Care & Play’

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

# English Policy

• The National Curriculum clearly states that teaching the English language is an essential, if not the most essential role of a primary school.

• At school we recognise that without effective communication, little achievement can be made. We know that we have a duty to ensure that English teaching is a priority and we recognise that this is part of the essential knowledge that is needed in society.

‘Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects.’ (National Curriculum)

St John’s C of E School, Cliviger is an inclusive school. We set high expectations and recognise the importance of accurate and regular assessment in order to support individuals at every part of their learning journey and in whatever circumstances. We use one to one support, small groups and cross- curricular work to help with this. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEN code of practice. We agree with the statement of the National Curriculum, that...

‘pupils…who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.’

English is fundamental to learning across the whole curriculum, developing children’s ability to listen, speak, read and write for a wide range of purposes and is the main medium through which we express our ideas, needs and understanding of the world in which we live.

We acknowledge the different skills, experiences and knowledge that the children bring to school. From these starting points we aim to develop confidence, enjoyment and creativity.

1. Spoken Language:

The National Curriculum states that pupils should be ‘taught to speak clearly and convey ideas confidently in Standard English’. They should:

 Justify ideas with reasons

 Ask questions to check understanding

 Develop vocabulary and build knowledge

 Negotiate

 Evaluate and build on the ideas of others

 Select the appropriate register for effective communication

 Give well-structured descriptions and explanations

 Speculate, hypothesise and explore ideas

 Organise their ideas prior to writing

1.1 Our aims:

To enable our children to speak with clarity, confidence and expression, and to take account of their audience, purpose and differing situations.

To encourage our children to listen with concentration to others, to respond and build on their ideas and opinions and to identify features of language used for specific purposes.

To show our children how to adapt their speech to a wide range of circumstances and demands by giving them the opportunity to listen and respond to literature, give and receive instructions and develop the skills of participating effectively in group discussions.

Ways in which we support this:

Providing a range of opportunities for children to talk and listen in formal and informal settings

 The use of role-play and drama activities to explore situations e.g. hot-seating

 The rhythmic quality of language

 Regular story times

 PSHE and Circle Time

 Class/group debates

 Opportunities to share experiences, ideas or describe events/objects

 Interviewing

 Praise given for use of interesting vocabulary

 Class assemblies

 Opportunities to take part in performances

2. 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.’

Schools are expected to have library facilities and support and encourage reading at home.

The Curriculum divides reading skills into two dimensions:

 Word reading/decoding

 Comprehension

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, 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.

2.1 Our aims:

To enable our children to learn to read easily and fluently through the use of phonological awareness to decode and encode words.

To help them to be able to read with fluency, accuracy, understanding and enjoyment.

To help them 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, substantial texts.

Ways in which we support this:

Daily phonic sessions for Key Stage One and Key Stage 2 where appropriate.

Key Stage One & Two pupils who are struggling with reading or making slow progress are given accelerated reading support.

 Children are given opportunities for regular reading to adults in school.

Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms.

Pupils are encouraged to read for pleasure using reading partners, quiet reading time and listening to an adult read.

 All children have a regular period of quiet reading daily, practised also by the teacher to provide a role model of reading for enjoyment.

Using a home-school reading diary and rewarding regular reading at home

Daily Guided Read sessions in Key Stages One & Two. This follows the structure of carousel style sessions in Key Stage 1, with the use of Reading Journals to record work in addition to ‘Reciprocal Reading’ strategies and whole class guided read sessions throughout Key Stage 2

 The use of a variety of reading games and support programmes, - most notably IDL.

 The use of directed activities related to text (such as completing cloze procedures, highlighting main points or adjectives).

Providing a good role-model ourselves by telling children about our favourite children’s books or parts of stories, including an inspiring Reading display.

 Encouraging discussion about favourite stories, books and other texts.

Use of a reading dog (Rae) to encourage more reluctant readers in particular but also by pupils on a whole class basis.

Use of high quality, engaging home reading books pitched at the appropriate level for individual pupils which are changed regularly.

A stimulating outdoor environment including reading dens

2:2 The Library

Aims:

The main aims of our school library are:

To provide a well-planned, attractive and stimulating environment.

 To provide a central resource centre of books for the entire school community.

To provide a well-equipped resource centre to support teaching and learning, and to extend the school’s curriculum and raise achievement and standards.

To provide a range of reading material, which reflects all ages, cultures and interest levels, and also supports the National Curriculum.

Through the children’s regular use of our library we aim:

To stimulate a love of books and reading.

To encourage children to develop their own enjoyment, interest, knowledge and opinions about books.

To develop children’s referencing skills.

To develop children’s understanding of how libraries are organised and used and how books are categorised.

To promote care and respect for books and other resources.

3. 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).

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.

3.1 Our aims:

To help our children develop an understanding that writing is both essential to thinking and learning and enjoyable in its own right.

To enable our children to learn to communicate meaning in narrative and non-fiction texts, spelling and punctuating accurately and for a range of purposes.

To enable them to improve their planning, drafting and editing skills.

Ways in which we support this:

Valuing children’s writing at all stages thus encouraging children to see themselves as writers from early on.

Providing real purposes for writing, enabling children to become increasingly aware of their intended audience.

 A multi-sensory approach providing a range of contexts and stimuli.

Adoption of ‘The Write Stuff’ approach to writing in conjunction with the Focus scheme of work.

The use of drama skills, e.g. hot seating, re-enacting, use of the theatre for making and presenting.

Clear plan of expectations and progression from Year R to Year 6 in terms of standard of writing using end of year expectations to support planning and progression.

 Opportunities for collaborative writing.

Providing writing frames where appropriate.

Giving children experience of a range of ways to plan so they can choose which is appropriate for their needs as they progress through the school.

Provide time for planning, editing and revising.

Mark extended pieces of work in-depth and set targets with the pupil.

Use checklists for pupils to self-assess or peer assess, when appropriate so they can evaluate effectively.

Encourage joined handwriting to support spelling and speed.

Support pupils with learning and motor difficulties.

Use of verbal feedback and editing time both during and after lessons to enable pupils to effectively improve each other's work.

4. Spelling & Vocabulary Development:

The National Curriculum makes clear that learning vocabulary is key to ‘learning and progress across the whole curriculum’ since it allows pupils to access a wider range of words when writing and for them to understand and comprehend texts efficiently.

Vocabulary teaching needs to be:

Ongoing

Progressive and systematic.

Making links from known words.

Develop understanding of shades of meaning.

Include ‘instruction verbs’ used in examinations.

Subject specific- accurate mathematical and scientific words.

Opportunities to make meaningful connections to other subjects and to apply relevant vocabulary in a range of contexts.

4.1 Our aims:

 To encourage our pupils to have a wide and growing vocabulary in a number of ways.

Ways in which we support this:

Spellings taught daily in class using No Nonsense Spelling approaches and reinforced at home.

Opportunities to apply spellings in different ways across the curriculum.

Weekly spelling assessments to support teaching strategies in conjunction with assessment of application of spellings in written work.

Display of key words linked to topics and subjects.

 Using the correct vocabulary orally.

In-depth word based lessons looking at patterns.

Using dictionaries, thesauruses and similar programmes.

 Using texts to explore vocabulary choices and the effect they have.

 Targeted one to one/small group support where appropriate.

Marking ambitious vocabulary spelled incorrectly with 3 dots underneath the word. This acknowledges that the word has not been spelled correctly but praises and supports the ambition of being prepared to use it.

Use of Knowledge Organisers in subjects to explain and assess the understanding of key vocabulary.

5. Foundation Stage

Teaching in the Foundation Stage follows the EYFS 2021 framework which states that Foundation Stage children should:

Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. 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 they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

6. Specific groups:

Analysis of English achievement is carried out termly, pupils who are making little or no progress are discussed and plans made for effective intervention.

Pupils with EAL are given additional support in all aspects of English.

Pupils who are working at greater depth receive additional support and a differentiated curriculum through their class teacher.

Pupils with SEN will have English based targets on their POP. These are reviewed termly.

7. Planning and Assessment:

Planning:

Long term overviews for Key Stages One and Two are produced at the start of the year.

Medium term (half–termly) planning is stored centrally.

Schemes of work for phonics and spelling are used to ensure developmental learning building on prior knowledge.

Short term planning is flexible allowing for assessment for learning after each session/ group of sessions.

Years 1-6 use the Focus scheme of work.

Assessment:

Teachers assess pupil’s learning during and as part of every session. They adapt their practice accordingly and adjust daily plans. Written or verbal feedback is given to help guide children’s progress. All children are encouraged to make judgements about how they can improve their own work and that of each other’s using Reflect and review time.

Teachers use medium term assessment to assess against the key objectives and help them plan for the next unit of work.

Formal assessments of reading comprehension ability are carried out, tracked and monitored at least termly.

Reading and writing attainment is assessed using KLIPs, LAPDs and Write Stuff end of year expectations, as are standardised NFER tests which take place termly.

 Regular moderation amongst all staff also takes place and writing is collected monthly from all year groups in addition to drop in marking sessions with all staff.

End of Key Stage Assessments are analysed by the Co-ordinator and SLT and feed into the school development plan and performance management.

8. Resources:

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 resources. All classes have a selection of fiction and non-fiction texts. The library is well stocked with a range of fiction and non-fiction texts aimed at a range of abilities.

9. Monitoring and review:

Monitoring of the standards of children’s work and the quality of teaching in English is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for English in the school. The subject leader gives the Head teacher regular reports evaluating the strengths and weaknesses in the subject and indicating areas for further improvement. These are based on Lesson Observations, Learning Walks, Moderation, Book Scrutinies, C.P.D. and Pupil Interviews, amongst other things. The named governor responsible for literacy meets with the subject leader in order to review progress.