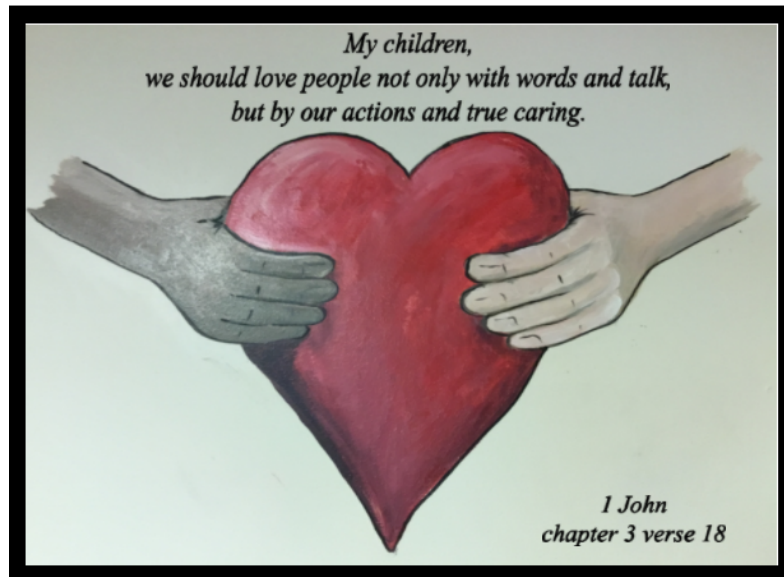




ENGLISH POLICY

ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



PURPOSE:

This document outlines the purpose, values pertaining to and approach to the teaching of English in our school. It should be considered in conjunction with the other component parts of the language and literacy curriculum, including the Primary National Curriculum.

AUDIENCE:

This document is intended to give a clear outline of the School's approach towards the teaching of English to all staff, governors and parents. Copies of this document are provided for all teaching staff and support staff and members of the School's Governing Committee. The Multi Academy trust in cooperation with the Local Governing Committee and Head Teacher determines and monitors the Academy's policy, establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work.

A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES:

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 pupil's 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 Luke & St Philip's 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 quality first teaching to adapt and suit the needs of the children through planning and delivery. We plan teaching opportunities to help those for whom English is an additional language and those with disabilities outlined in the SEND 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.

VOCABULARY:

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. Each class has a vocabulary 'Chatterbox' wall

displaying the new and interesting words that have been explored in class. Year 1 and EYFS has a 'Curiosity Cube' where objects and vocabulary will be added, relating to their focus topic, throughout the term.

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

Our aim is to encourage our pupils to have a wide and growing vocabulary in a number of ways.

Ways in which we support this:

- Spelling lists/key words to take home and learn
- Explicitly teaching the children how to learn new words and their meanings
- 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 resources
- Using texts to explore vocabulary choices and the effect they have
- Targeted one to one/small group support where appropriate
- Using Pre teach vocabulary strategies as part of whole class and small group sessions to promote new vocabulary in all subjects.
- Oracy based lessons/activities to develop vocabulary and speaking and listening.
- Sentence stems to support spoken language across the curriculum.

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

Our aim is 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, helicopter stories
- Developing an awareness of the rhythmic quality of language
- Regular story times
- PSHEC and Circle Time
- Class/group debates
- Opportunities to share experiences, ideas or describe events/objects
- Interviewing
- Praise given for use of interesting vocabulary
- Use of audio and visual recording
- Opportunities to take part in performances, presentations, Church services etc.
- The use of Oracy strategies to support spoken language and vocabulary.
- The provision of sentence stems to provide support for oracy.

READING:

The National Curriculum states that through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. (p1)

The Curriculum divides reading skills into two dimensions:

- word reading
- comprehension (both listening and reading)

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.

Reading is a complex skill with many components required to perform successfully. Reading permeates all aspects of the curriculum and is the door to a world of knowledge.

We believe reading skills are essential for our ability to understand, interpret and develop a holistic understanding about ourselves and the world in which we live. It is fundamental in gaining access to knowledge and information. Reading makes a significant contribution to the development of children as critical thinkers and learners. Reading is the ability to glean ideas, information and opinions through the printed word, in a variety of contexts. We aim to equip children with the many skills necessary to do this throughout all areas of the curriculum.

OUR AIMS FOR READING ARE:

- 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 and substantial texts.
- To encourage children to read regularly, in a variety of contexts, particularly at home with parents / carers or family members
- To recognise and value reading as an essential life skill
- To provide children with opportunities to read aloud their own and other children's texts
- To provide children with opportunities to use texts to develop academic independence and growth through investigating lines of enquiry across the curriculum
- To encourage independence and development of fluency in reading

Ways in which we support this:

Pupils are taught phonics through the Read, Write, Inc scheme in EYFS and KS1

- Pupils who are struggling with reading or making slow progress are given additional reading support through 1:1 or group phonics intervention, RWI intervention and Fresh Start Intervention
- Children are given opportunities to read to adults in school and more often for those who may not get support from home
- Pupils are encouraged to read widely, through our use of differing class texts, library visits and high quality attractive books in classrooms
- The library books are updated annually to provide current and exciting stories for the children to enjoy
- Pupils are encouraged to read for pleasure using reading partners, quiet reading time, library time and listening to an adult read
- Ensuring that all children have a regular daily session of whole class guided reading session
- Using a home-school reading diary and rewarding regular reading at home through class reward systems
- Giving regular opportunities for independent, guided, paired and shared reading and experiencing a wide range of different texts
- The use of a variety of reading games
- Providing a good role-model ourselves by telling children about our favourite children's books or parts of stories
- Encouraging discussion about favourite stories, books and other texts
- Using high quality texts to engage the children
- Provide opportunities to encourage reading for pleasure for both children and parents through events such as Bedtime Stories, Words, Words, Words, World Book Day, Author Visits to the school, Visiting different authors through events organised by BwD etc

THE ORGANISATION OF READING:

Pupils have access to a wide range of reading opportunities that include:

- Whole class shared reading: Takes place mainly within English lessons and develops all aspects of the reading process. However, opportunities arise, and are encouraged, throughout all areas of the curriculum. There is an opportunity for a class read in every class for the end of the day.

- Reading 3 books a day in Reception: The class teacher chooses three books throughout the week which are read at different times of the day. The familiarity of the text becomes embedded and gives children a deeper understanding of the book, helping them link it with their own experiences. This develops their vocabulary and comprehension.

From the Spring term, pupils in Year 1 have one Guided Reading session with an adult followed by three days of reading carousel activities. Guided Reading sessions aim to extend and challenge children's learning through reading and allow for the pupils to work together, in a group, to become more analytical and reflective readers. Pupils are grouped according to present attainment, ability and aptitude, regularly assessed and re-grouped when necessary. Daily RWI sessions contribute to explicit teaching of reading strategies.

All pupils from Year 2-Year 6 have whole class Guided Reading sessions four times a week. Whole class guided reading lesson allows teachers to teach specific skills in reading through the quality first teaching approach. These sessions allow children to experience reading and analysing new shared text weekly. Guided Reading sessions are in addition to, and supplement, English lessons.

Read, Write, Inc. Phonics: is an inclusive literacy programme for all children learning to read in Foundation Stage and Key Stage 1. It teaches synthetic phonics. Children in our school learn the 44 common sounds in the English language and how to blend them to read and spell. The scheme includes both a reading and a writing focus. Once the pupils reach the Grey level, which demonstrates that they have comprehension skills and can read fluently, they move onto writing in Year 2 using the Lancashire programme.

We believe that reading is the key that unlocks the whole curriculum so the ability to efficiently decode is essential. The R.W.I sessions occur each day with no exceptions, as the continuity and pace of the programme is key to accelerating the progress of children's reading development. Some Key Stage 2 children who have come to school with little or no English and our SEND children who struggle with reading, comprehension and cannot access the whole class English input are also included in the RWI groups. RWI assessment takes place every 6 weeks after which children are moved into different groups according to their progress.

- Independent reading: Children are encouraged to read independently as part of quiet reading sessions in class, in Year one, Guided Reading carousel activities are carried out, library sessions and as part of cross curricular topic lessons.

All children will also use the Oxford Owl Reading Buddy platform both in school and at home.

ENCOURAGEMENT OF READING AT HOME:

All pupils are given a book bag at the beginning of each year. There is an expectation that children bring their book bag into school every day. Within the book bag, each pupil has a Reading Record that allows parents / carers and family members to make comments about how the pupil has read. Home

reading books are changed as appropriate. In addition to this all the childrens usernames and passwords can be found for our online learning platforms.

In Key Stage 1 and EYFS, two core text books that have been read in school and a corresponding RWI Book Bag book are taken home weekly. In EYFS, the books are taken home when the pupils start to blend. EYFS and Key Stage one are also provided with weekly video links to watch to reinforce the sounds that they have learnt during the week.

In Key Stage 2, children are provided with the opportunity, with adult support, to choose their own home reading book, as we promote reading for pleasure and are encouraged to do so three times each week. Home Readers use a coloured- banded system and all pupils are aware of their current colour band and what colour they will progress onto. When children are fluent within the colour band, they are asked to read to the class teacher who will listen to the child read and move levels accordingly. All pupils from EYFS to Year 6 use Reading Buddies. It is a digital reading service used to develop comprehension and to encourage a love of reading. Home reading records are monitored by teaching staff to encourage regular reading. Those reading regularly, as evidenced in the Home Reading record, are awarded house points or a class reward system to encourage this skill. Letters will be sent home if children regularly forget to bring their book in or if a parent is not signing it.

Pupils who often forget their home reading record are given reminders by the teacher in the first instance. However, such is the value placed on reading, the parents / carers of persistent non-readers receive a personal call from the Headteacher to help them to help support this area of their child's learning.

INCIDENTAL READING OPPORTUNITIES:

We aim to be a reading-rich school, with opportunities to practise developing reading skills in many different situations during the day-to-day school life. These include opportunities to practise reading in 'less formal' settings such as Hymn Practice and by the use of display boards to promote and publicise different events or to celebrate examples of good work.

INVOLVEMENT OF PARENTS, CARERS AND GUARDIANS:

We believe parents, carers and guardians are both the first teachers of children and have a pivotal role to play in helping their child to develop as readers. To support our parents, carers and guardians, as a school we aim to provide support and instruction on how to develop and guide children's reading, including help in understanding and using strategies at home that are used in school. This can include running 'Reading with your Child' workshops and Library groups where parents, carers and guardians are encouraged to explore and borrow a range of reading resources for use at home with their child. We also run Phonics Workshops, bedtime stories for families in both Key Stage 1 and 2, Words, Words, Words event, having authors and Book Bus come to school regularly to allow parents and children opportunities to explore books and stories together.

WRITING:

Literacy skills are essential for our ability to understand, interpret and communicate ideas about ourselves and the world in which we live. Writing makes a significant contribution to the development of children as critical thinkers and learners. Writing is the ability to communicate ideas, information and opinions through the printed word, in myriad contexts.

Writing offers the opportunity to store information for future retrieval, to interact with others, to reflect and to express ideas creatively. Skilled, proficient writers understand the characteristics of writing's many forms and are able to adapt their style to suit a wide range of purposes.

We aim to equip children with the many skills necessary to do this throughout all areas of the curriculum.

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 language, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire 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

The 2014 Curriculum divides writing skills into two dimensions:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them 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.

OUR AIMS FOR WRITING:

- 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.
- Write with confidence, clarity and imagination
- Be able to write for a variety of audiences and make them aware of the purposes of writing
- Be able to develop the ability to: sort ideas, organise and appropriately structure written material
- Produce effective, well presented written work that they can be proud of
- Develop powers of imagination, inventiveness and critical awareness in response to a range of stimuli
- Plan, revise, draft and publish, where appropriate, their own writing and learn how to critically and constructively appraise their own and others' writing
- Teach children the explicit differences between spoken and written language, through modelling, and the diversity of conventions each requires
- Provide rapid, regular and constructive responses to pupils' writing, endeavouring to ensure that pupils learn from their work in order to take their next steps
- Promote a language-rich environment where creativity is encouraged
- Encourage independence and development of fluency
- Develop fluent and legible handwriting
- Spell words accurately, relying on grapheme and phoneme knowledge and an understanding of a range of spelling conventions
- Ensure children have access to a range of appropriate resources to support their writing needs

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
- Using a Talk for Writing approach to storytelling and writing
- The use of drama skills, e.g. hot seating, re-enacting, use of the theatre for making and presenting
- Planning in opportunities for Oracy to support speaking, listening writing and presenting
- The use of sentence stems to promote Oracy
- Providing a role model through the teacher sharing their own writing processes and experiences
- Opportunities for collaborative writing
- Providing writing frames where appropriate
- EYFS Framework 2022 - 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

This will take place once the pupils are on the Green/Purple level which is the Expected standard their needs as they progress through the school

- Teach grammar as a separate lesson where necessary
- Encourage and promote 'talk for writing' for narrative and non-fiction writing
- 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
- Meet with parents to help them support their child

THE ORGANISATION OF WRITING WITHIN SCHOOL:

Pupils have access to a wide range of writing opportunities that include:

- Modelled Writing

The teacher talks aloud the thought processes as a writer. They have complete control over the writing and make explicit the structure, language features, spelling and punctuation of the text type as appropriate.

- Shared Writing

This is a collaborative approach; pupils contribute their ideas and thoughts for the teacher to select the most appropriate. The teacher needs to give reasons for the choices made.

- Supported Composition

The children work in pairs to provide the next sentence of the text. This may follow from either modelled or the shared writing process. This may be part of a TPS activity (Think, pair and share).

- Guided Writing

Pupils are grouped by writing ability according to their levels and/or target needs. The teacher works with each group in rotation during the week so that every child partakes in guided writing regularly. The task is carefully selected to provide an appropriate level of challenge and will focus on a particular aspect of the writing process as opposed to writing a complete piece. Tasks may include the processes of planning, drafting and editing pieces of writing. TAs are also expected to take guided writing groups when appropriate.

INDEPENDENT WRITING:

All children are given opportunities to apply their understanding of the text type in their own writing. This is vitally important if children are to develop their skills as writers within different genres.

- Writing of different text types and narrative styles
- Cross curricular writing
- Collaborative writing
- Writing related to their own experience and enjoyment
- Writing from a variety of stimuli

EARLY YEARS FOUNDATION STAGE:

EYFS

The Early Years Foundation Stage profile sets out the early writing skills and knowledge as part of Literacy, with an aim of all children meeting the relevant Early Learning Goals by the end of the year, in preparation for the National Curriculum.

By the end of the Foundation Stage children should: -

- Listen attentively in a range of situations.
- Listen to stories, anticipate key events and respond with relevant comments, questions or actions.
- Give attention to what others say and respond appropriately, while engaged in another activity.
- Follow instructions involving several ideas or actions.
- Answer 'how' and 'why' questions about their experiences and in response to stories or events.
- Express themselves effectively, showing awareness of the listeners' needs.
- Use past, present and future forms accurately when talking about events.
- Develop their own narratives and explanations by connecting ideas or events.
- Read and understand simple sentences.
- Use phonic knowledge to decode regular words and read them aloud accurately.
- Read some common irregular words.
- Demonstrate understanding when talking with others about what they have read.
- Use phonic knowledge to write words in ways which match their spoken sounds.
- Write some irregular common words.
- Write simple sentences which can be read by themselves and others.

The Foundation Stage covers learning in Reception. Reception provides an environment that encourages and nurtures a love of books from an early age. Reception pupils are provided with a multitude of opportunities to explore reading as they develop into emergent readers.

As our youngest pupils develop, they are encouraged to engage more deeply with stories and given opportunities to explore story structure through activities such as sequencing events and predicting possible actions by different characters within the story.

Reception children are supported with their development through a wide range of continuous provision which is enhanced to support their needs. Skills are explicitly taught and then embedded through a range of activities. Books and stories are an important part of the EYFS curriculum with texts being carefully chosen to engage and motivate children.

CURRICULUM INTENT

To build an English curriculum which develops learning and results in the acquisition of knowledge and skills so that all pupils know more, remember more and understand more. To design a curriculum with appropriate subject knowledge, skills and understanding in Speech and Language, Reading and Writing as set out in the National Curriculum so that children can know more, remember more and understand more to help them reach and exceed their potential at St Luke and St Philip's Primary School and beyond.

To provide opportunities across all curricular areas for the development and application of Speaking, Listening and Writing skills to help all pupils know more, remember more and understand more. To design a wider curriculum that provides regular opportunities for pupils to use and apply the writing and spoken language skills they have acquired from the English Curriculum.

At St Luke and St Philip's Primary School, we value reading as a key life skill, and are dedicated to ensure our pupils become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading. Our aim is to have competent readers leaving our school at the end of their academic journey with the ability to recommend books to their peers, have a thirst for reading a range of genres including poetry, participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader. We use a synthetic reading programme in school called 'Read Write Inc' which helps the children to learn letter sounds and how to blend them together to read and write words.

IMPLEMENTATION

English is planned for, from Year 2 onwards through the school curriculum. English is planned for following the units of work as suggested by Lancashire through the use of high-quality selected texts. Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum as and when necessary.

The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum. The development of speech and language is identified as one of the most important parts of our school's early years curriculum. The promotion and use of an accurate and rich cross-curricular vocabulary throughout school is planned in all subjects. This is further developed through the use of Pre-Teach Vocabulary that is delivered across the curriculum across whole classes and small groups which enables and embeds the understanding of unfamiliar vocabulary. Oracy is supported in all areas of the curriculum through modelling and high expectations. The pupils are further supported through sentence stems to support their speaking. Pupils are given a wide range of opportunities to use and develop their Speaking and Listening skills to help them with the writing process across all areas of the curriculum. Appropriate Talk for Writing strategies are also used across school, where they will aid and benefit the writing process. Planning of writing is linked to quality reading texts recommended by Lancashire. Opportunities for children to apply their writing are planned throughout the writing units and links to the wider curriculum are made where possible. Writing is assessed at appropriate times when key skills can be applied in a meaningful way and next steps identified by the teacher and also through self and peer assessment. We assess using half termly using Target Tracker. Pupils from Reception upwards are taught Read, Write, Inc spelling sessions three times a week where key spelling rules and patterns are explored and effective strategies for learning, remembering, understanding and applying are taught.

Planning is based on the Lancashire planning framework. Objectives are taken from the Learning and Progression Document which links book bands to yearly expectations. Children are aware of the learning outcomes through the steps to success matched to the National Curriculum.

IMPACT

Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment from their starting point in Reception. Children will use their English knowledge and skills, in all curriculum areas, to enable them to know more, remember more and understand more.

Children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good or accelerated progress from their last point of statutory assessment point or their starting point in Reception.

Children will become fluent readers through the teaching of Read, Write, Inc phonics by the end of Key Stage One. This allows them to focus on developing their fluency and comprehension as they progress through the school. Attainment is measured through base line assessments in EYFS and Key Stage Two sats AND ALSO THROUGH TEACHER ASSESSMENT ACROSS ALL YEAR GROUPS., Attainment in phonics is measured by the Phonics Screening test at the end of Year One. We believe it is important to promote reading for pleasure as part of the reading curriculum, to encourage a love for literature across all genres, traditions, cultures and time. Children are encouraged to develop a love for reading all genres and review their choice of books.

ASSESSMENT/RECORD KEEPING:

The assessment of reading and writing is a fundamental part of the teaching and learning of English.

Formative: Formative assessment is the process of understanding pupil achievement, recognising what pupils have learned and what next steps in learning should be.

Formative assessment takes place on a regular basis and takes a variety of forms, including:

- The marking of work
- The use of steps to success
- Target Tracker Assessment
- NFER assessment
- Guided Reading Sessions. Responses to questioning and the quality of answers are assessed and recorded. Records are kept using the LAPs
- Half termly Pupil Progress Meetings allowing staff to identify children not making sufficient progress early and to put an intervention in place.

Summative: Summative assessment is the more formal assessment of pupil learning at set points throughout the year. Optional SATs, book banded reading tests (based on the end of year SATS format), NFER tests are used alongside teacher assessment. Independent writing activities are given to children so that teachers can see how well children use and apply the skills they have been taught. These can take place in cross curricular writing or as part of the English lesson.

In the EYFS children are assessed using Development Matters and ELG.

In Reception and Key Stage 1, children's understanding of spoken language is assessed using Wellcom at the beginning of the year and also half termly assessments where data is analysed and pupils are grouped accordingly.

Please see Assessment Policy for further detail.

SAFETY:

At all times staff will consider the safety of pupils and this will be clearly reflected in the organisation of the classroom.

PRESENTATION AND DISPLAY:

All classes have an English working wall which supports children's learning and celebrates their achievements. Unlike traditional displays, working walls are interactive and can be used to record, visualise and assist learning. Our English working walls exemplify the different phases of the writing process from initial ideas to reading to gathering content and giving children a toolkit to support their writing.

EXPECTATIONS:

All teachers should have high expectations in regard to the standard of reading and writing, taking account of the child's stage of development. These standards should be regularly made explicit to all pupils. All pupils should be encouraged to achieve the highest possible standard of reading and writing according to their stage of development and level of ability. These expectations can be made explicit in a variety of ways:

- Use of regular positive feedback (oral and/or written)
- Use of the school reward systems
- Awards / certificates
- The reading of a child's writing to the class or in assembly
- The publishing of children's writing in 'books'
- Children given the opportunity to read their work to their own, or another class
- Work displayed on Wonderful writing wall in the KS1 resource area
- Each class should have a set of non-negotiables displayed ensuring children are aware of the standards they need to meet.

Handwriting examples and RWI sound mats are displayed in all classrooms and resource areas including desks.

THE LIBRARY

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

We want to see the library:

- Stimulate a love of books and reading
- Encourage children to develop their own enjoyment, interest, knowledge and opinions about books

- Develop children’s referencing skills
- Develop children’s understanding of how libraries are organised and used and how books are categorised
- Allow all classes have an allocated weekly library slot.
- Provide a variety of books to read at home, pupils having the ability to select books which then become part of the classroom library for a period of time.

THE ALLOCATION OF TIME:

In EYFS there is a daily discrete session of RWI .Skills are also embedded through well thought out continuous provision activities.

In KS1 there is also a daily discrete RWI session lasting one hour. In Key Stage One, grammar is taught daily.

Phonics, the understanding of the phonemes (sounds) made by letters and letter combinations, is the foundation of reading and is crucial to developing able readers. As phonetic awareness and ability develops, pupils are given the opportunity to independently read as appropriate.

In KS2 there is a daily hour long English lesson where skills are taught and a separate spelling lesson three times a week through the use of Read, Write , Inc spellings. Skills taught are expected to be further embedded throughout the rest of the curriculum.

MATERIALS AND RESOURCES:

Each class has a range of materials to support reading, situated in the class reading area. Each class has a variety of quality texts, aimed at a wide range of interests and ability levels.

Where appropriate and possible, whole class sets of texts are available to allow pupils to engage in whole-class reading sessions. In addition to class based resources, reading materials are prominently placed in shared areas for ease of use and access. The use of ICT to support whole class or group reading is aided by a number of electronic reading resources, covering a variety of genres. These resources are available to all staff via the school’s intranet. Each class has a range of materials to support the writing process. Writing materials are kept accessible and organised and pupils are encouraged to take care of the equipment and return it after use to its rightful place.

EQUAL OPPORTUNITIES, SPECIAL EDUCATIONAL NEEDS AND GIFTED AND TALENTED CHILDREN:

At St. Luke and St. Philip’s, we are dedicated to attempting to meet the needs of all children through Quality First Teaching, providing a range of appropriate challenges and experiences to consolidate and extend children’s development of English.

Where a child’s particular educational needs have the potential to affect their access to any aspect of English, steps are taken to address this. These steps will depend upon the individual child, but may include:

- Targeted adult support
- Additional support by the Inclusion Manager(INCo)
- Utilisation of outside agencies
- Access to appropriate resources
- Differentiated tasks
- Intervention programmes (Interventions given should be short term and the impact on learning assessed regularly.)

Programmes to support special educational needs could include:

- Speaking and listening groups
- Read, Write Inc in Key Stage Two to address any gaps or to support children with SEND.
- Fresh Start phonics activities in years 5 and 6

Where a child has been identified as gifted and talented in relation to English they will be provided with additional challenges, experiences and opportunities to develop their skills and develop breadth and depth of learning.

THE ROLE OF THE SUBJECT LEADER

ENGLISH LEADER:

RESPONSIBILITIES

- All relevant staff will ensure that the English curriculum is implemented in accordance with this policy;
- The Headteacher is responsible for ensuring that this policy is adhered to;
- Cidari Multi Academy Trust and the governing committee will monitor the effectiveness of this policy and hold the Head teacher to account for its implementation.

READING LEADER:

The Reading Leader is responsible for raising standards of teaching and learning in Reading. The role involves analysing data each year to pick out strengths and identify areas for improvement. From this, reading is integrated into the School Development Plan. The Key issues identified will be implemented, monitored and the impact evaluated at regular points using some of the following monitoring

strategies: **Reading Lead-**

- Auditing staff, in order to plan CPD opportunities;
- Scrutinising pupil work
- Moderation of pupil work
- Monitoring English, Guided Reading
- Lesson observations
- Learning Walks
- Discussion with pupils
- Attending LA and relevant external courses
- Keeping up to date with important Reading developments
- Purchasing new resources;
- Leading staff meetings-whole school and in small groups
- Monitoring and analysing phonic assessments with the class teacher
- Providing enrichment opportunities to promote the love for reading throughout the school.

Phonics Lead -

- Holding phonic workshops for parents and carers;
- RWI planning;
Team teaching and monitoring the delivery of RWI
- Assessment of RWI every 6 weeks

INCLUSION AND EQUALITY

Teachers set high expectations for all pupils. Appropriate assessments are used to plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- Bottom 20% of pupils

Teachers adapt lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects. Class trips and visits linking to Writing and Reading are planned to ensure they are inclusive for all.

We believe all our children are entitled to benefit from equal access to work and equipment in writing and Reading regardless of race, gender, intellectual and physical ability, in line with the nine protected characteristics. Classroom management will take into account such issues and Writing and Reading To ensure equality for all, teachers are committed to planning lessons that:

- Eliminate discrimination, harassment and victimisation;
- Promote equality of access and opportunity within our school and within our wider community;
- Promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.

SPIRITUAL, MORAL, SOCIAL, CULTURAL DEVELOPMENT AND BRITISH VALUES

The school sets out to plan a provision for Spiritual, Moral, Social and Cultural development, but it is also expected that many unplanned opportunities will occur (especially for spiritual development) and staff are encouraged to "seize the moment" when appropriate. Such moments may have a profound effect on individuals.

The promotion of the 'British Values' of

- Democracy
- The rule of law
- Individual liberty
- Mutual respect

- Tolerance of those of different faiths and beliefs

is central to our education as British Values have their origin in the Christian values of our nation.

COMPUTING IN THE CURRICULUM

In our school, Computing is woven through the curriculum and technology is used frequently during lessons. Pupils will be taught to be respectful of devices, keep their personal information private, be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information.

SAFEGUARDING

Safeguarding in school feeds through the curriculum. Staff are aware that certain topics covered in English may prompt discussion or work in books relating to children's personal experiences and relationships. If a child discloses something that is a concern, staff will follow the procedures in place as outlined in the Safeguarding policy.

LEGISLATION

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

OTHER POLICIES:

This policy needs to be read alongside other school policies including:

Homework policy

Handwriting and Presentation policy

Curriculum and Planning policy

Early Years Foundation Stage policy

Gifted and Talented policy

SEND policy

Assessment policy

EAL policy

PSHEC Policy

Drug Policy

RE Policy

Computing Policy

Oracy Policy
Feedback and Marking Policy

Policy reviewed : December 2023

Policy reviewed by : L.Fleming

Agreed by governors: _____

Next review date: December 2025