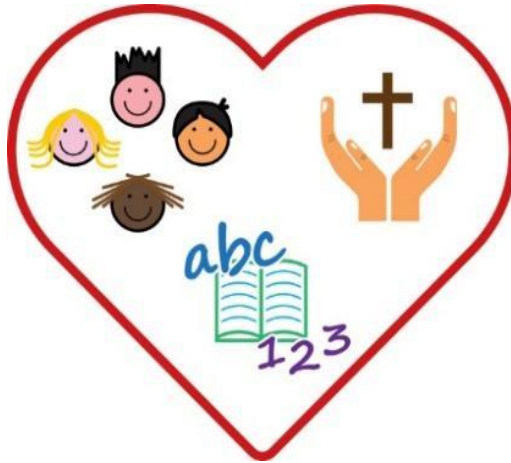


ST. MATTHEW'S C.E. PRIMARY ACADEMY



ENGLISH POLICY

Reviewed: February 2024
By: N. Shaikh & J. Rossall

Date of next review: February 2027

St Matthew's Church of England Primary Academy – English Policy

Mission Statement:

St. Matthew's C.E. Primary Academy is dedicated to providing an education which enables every child to fulfil their best potential. It seeks to promote academic, emotional and spiritual growth in a Christian environment, welcoming children drawn from diverse cultures.

Vision Statement:

Inspired by Jesus' words (Matthew 5: 1-12), we strive to promote academic, emotional and spiritual growth in a Christian environment for all members of our school family.

We can all **'Be blessed by God, be happy and aspire to be...'**

AIMS

We aim to develop pupils' abilities within an integrated program of Speaking & Listening, Reading & Writing. Pupils will be given opportunities to interrelate the requirements of English within a broad, balanced curriculum. Children will be given opportunities to consolidate and reinforce taught English skills across a range of subject areas through carefully planned and well-structured units of work, in which subjects are linked and contribute to the development of key skills and application across the curriculum.

At St Matthew's C.E. Primary Academy & Nursery, we strive for children to be a 'Primary Literate Pupil.' By the age of eleven we aim for a child to be able to:

- develop positive attitudes towards books so that reading is a pleasurable activity
- develop a range of reading strategies for approaching reading, using and applying phonological, contextual, grammatical and graphical knowledge
- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct
- develop listening and comprehension skills through a variety of means, including reciprocal and non-reciprocal situations
- form letters correctly, leading to a fluent and legible handwriting style
- develop their spoken language skills in performance activities as a valuable tool to develop their writing skills
- have an interest in words, their meanings, developing a growing vocabulary in spoken and written forms
- be developing the powers of imagination, inventiveness and critical awareness
- have a suitable technical vocabulary to articulate their responses
- enjoy writing in different contexts and for different purposes and audiences, including themselves; write with increasing awareness of the conventions of grammar, punctuation and spelling

St Matthew's Church of England Primary Academy – English Policy

The Teaching of English

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum guidelines and in the statutory framework for Early Years Foundation Stage. We use the Lancashire English Team's planning units, which cover all the recommended objectives to ensure that a broad and balanced English curriculum is taught. These are broken down further into weekly lesson plans which incorporate clearly identified Learning Objectives for each lesson and differentiation to meet the needs of the pupils and to ensure progression within each year group. The Learning Objectives are taken from the Lancashire Key Learning Indicators for Progression (KLIPs) for reading and writing. Each class has a dedicated hour-long English lesson each day. Spelling, grammar and punctuation skills are taught within this. In Reception and KS1, Phonics lessons take place daily. From Year 2, classes also have a dedicated 25-minute Guided Reading lesson daily which focuses on application of key reading skills. The English skills that the children develop are utilised and supported in every area of the curriculum and can be directly linked with other subjects. For example, formal letter writing within English may be developed within a history topic and instructional writing could be linked to work completed in science.

EYFS - Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is focused on. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play and group discussions. Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions and saying rhymes and singing songs together.

EYFS - Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently, but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. The pre-writing work encourages correct pencil control, left/right orientation and letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories daily told by staff.

The Teaching of Phonics:

In the Foundation Stage and Key Stage 1, children receive one phonics lesson per day. Teachers ensure phonics teaching is systematic and follows an agreed and rational sequence. This will be taught using the Essential Letters and Sounds Programme. The aim of ELS is to get all children to read well, quickly. It teaches children to read by identifying the phoneme (the smallest units of sound) and graphemes (the written version of the sound) within words and use these to read words. ELS is a systematic, synthetic

St Matthew's Church of England Primary Academy – English Policy

Phonics programme and was validated by the Department of Education in June 2021. For further information on how phonics is taught, please refer to the Phonics Policy.

Children's phonics ability will be tracked through to KS2. Those children who still need phonics teaching in Key Stage 2 will be taught using the Essential Letters and Sounds Intervention Materials or 1:1 Targeted Intervention.

APPROACHES TO SPEAKING AND LISTENING

Children need to be able to express themselves orally in an appropriate way, and at St Matthew's we believe this is an essential skill that children need as they go through life. It is fundamental for 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, grammar and their understanding for reading and writing. We ensure the continual development of pupils' confidence and competence in spoken language and listening skills.

Children will be taught to understand and use conventions of conversation, discussion and debate and the need for the opinions and ideas of others to be listened to, agreed with or challenged.

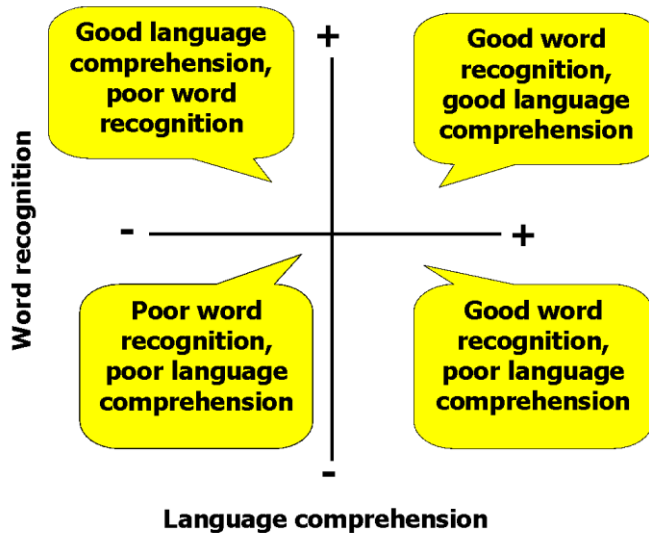
Our school values and encourages children to speak audibly and fluently with an increasing command of Standard English. All pupils will be given opportunities to participate in and gain knowledge, skills and understanding in relation to drama, role-play and performance. Children will take part in special events such as school performances/plays, class worship and poetry/author days. They will often have opportunities to work and talk in pairs, small groups, large groups and as a whole class as part of their daily learning.

We have a large proportion of children for whom English is an additional language, some arriving at school with little or no spoken English language. They will be given any necessary assistance and support as they learn English as a new language.

All teachers are responsible for the planning and teaching of Speaking and Listening. Greater emphasis will be placed on developing listening skills in the first years of schooling. Speaking and Listening will be encouraged in the context of continuous provision and structured play, and in role play activities. Activities in classrooms will be planned to encourage full active participation by all children. Children with speech and language difficulties will be identified and specialist help sought where appropriate. Children will listen to a range of stories, non-fiction texts and poems, and be given opportunities to respond. All children will have opportunities to listen to and respond to stories from other cultures and activities will be planned to ensure that both boys and girls participate fully and equally.

APPROACHES TO READING

Reading is the key to learning and should also be a source of pleasure and enjoyment. Initially phonics is used as the means to decode words and become a successful early reader. As children develop as readers, a range of skills are needed and contribute to the development of children as confident, fluent readers who understand what they read. These skills are word recognition skills and comprehension skills. The simple view of reading demonstrates the importance of both elements.



At St Matthew's, 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 school and class libraries to foster independent reading. Teaching of reading comprises of objectives for each year group taken from the National Curriculum Programmes of Study. The Lancashire Key Skills for Reading document is used to ensure the appropriate skills are taught across each year group. The skills are organised into the following areas:

- Word reading
- Comprehension

Our children will work on the appropriate skills with a focus on rapid progress to enable all learners to achieve, or move quickly towards, the expected standard. By working through a range of literature throughout the year, children will be encouraged to develop into enthusiastic and independent readers, being given progressively more challenging and demanding texts. Children are encouraged to read and use a wide range of sources of information whilst researching various subjects.

In Foundation Stage, children will be introduced to nursery rhymes, poems, songs and stories to help build upon their growing vocabulary. They will be encouraged to be aware of the print all around them and in their home/school environment.

St Matthew's Church of England Primary Academy – English Policy

At St Matthew's our approach to reading includes covering the objectives found in the Lancashire Key Skills for Reading document by:

Shared reading- all children are engaged in shared reading as part of English lessons.

Guided reading – is taught daily in discrete in 25–30-minute sessions as a guided group (Yrs 2-4) or as a whole class approach with corresponding differentiated activities (Yrs 5-6).

Home & Independent reading – Independent reading begins in the Foundation Stage; children have a decodable phonic home reading book and are encouraged to read at home and at school. Children are encouraged to read daily at home with an adult and are asked to record this in a home/school reading diary. All children are listened to read at least once a week by a teacher/teaching assistant. The bottom 20% of readers will be heard read daily and their progress tracked carefully. Independent reading books are matched closely to the phonics learning for each child. The books used are from OUP and are closely matched to the ELS Phonics scheme used in school. Children progress through the book bands/stages until they become a 'free reader' and then take home a book of their choice home to read from the class or school library.

Wider reading – children access the school library once per week and choose a book to read for pleasure. All children have access to reading materials outside, which include a wide variety of age-appropriate literature for children to read at lunchtimes and playtimes.

Reading for pleasure - each class has an adult read to them daily from a shared class book or novel and has 'Non-Fiction Friday's' to ensure a range of books/texts are accessed.

Reading Area/book corners- each classroom has a reading/book area where children can access a variety of reading materials. These contain a mixture of non-fiction, topic related and poetry books.

Special days -World Book Day/ National Nursery Rhymes week are celebrated each year in school.

To encourage a love of reading, books are used as prizes and rewards across school e.g. each half term children are awarded books as prizes for Half-term Achiever.

WRITING

At St Matthew's we encourage our children to become independent and confident writers by immersing them in high quality literature and engaging them in meaningful firsthand experiences. Teaching of writing comprises of using objectives for each year group taken from the National Curriculum Programmes of Study. The Lancashire Key Skills for writing documents are used to ensure the appropriate skills are taught across each year group. These key pieces of learning will support pupils in becoming effective and reflective independent writers. The skills are organised into the following areas:

St Matthew's Church of England Primary Academy – English Policy

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

The key learning statements are taught through carefully planned, engaging units of work to ensure that pupils make progress as writers. Children are given opportunities to apply their writing skills in a range of different contexts. Grammar, spelling and handwriting are taught explicitly and are then expected to be used correctly within a child's writing in English lessons and across the curriculum. Teachers model the writing process through demonstrative writing, shared composition and supported composition. Through independent and guided writing, children will have the opportunity to reflect upon their skills.

At St Matthew's, our approach to writing includes covering the objectives found in the Lancashire Key Skills for writing document by:

Approaches to Writing:

- **Emergent Writing** – As children enter EYFS they will be encouraged to develop their writing through phonic lessons, opportunities provided in continuous provision as well as discrete, taught sessions.
- **Extended Independent Writing** – Over the course of a Literacy Unit, children will complete longer pieces of writing. These will take place during the reading phase of a unit and at the end of a unit. This will be used to build up a portfolio of work which the child takes through school with them. These pieces will be based upon a genre and skills that have been previously taught in a Literacy Unit of work.
- **Incidental Writing** – These are short writing opportunities, such as a diary entry, a letter or a character profile, which will take place during the Reading or Gathering Content Phase of a Literacy Unit.
- **Shared Writing** - The majority of this will take place during a Writing Phase of a Literacy Unit, but not exclusively. Teachers will model for children how to plan, write (step by step over several days), and edit pieces of writing. Shared writing, supported composition and demonstrative writing are used. This will then form the basis of one of the extended pieces of writing completed independently by the children.
- **Spelling, Grammar & Punctuation** – these are taught at the beginning of every Literacy lesson. They are then shown how to apply these into their own writing through shared and guided writing. These lessons should follow the 'I Model'.
- **Cross-curricular Literacy opportunities** - Teachers plan for children to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum. English will be taught in contexts that are meaningful and relevant to the learners.

St Matthew's Church of England Primary Academy – English Policy

HANDWRITING

We aim for all children to develop a legible style of handwriting in both joined and printed styles, with increasing fluency, confidence and speed. We systematically teach handwriting according to the Nelson Handwriting Scheme and give children daily opportunities to practise. In the Foundation Stage, children are taught letter formation from the ELS Phonics programme. Further up in school, children progress to learning how to join letters following the Nelson joined script.

SPELLINGS

From Year 2, spellings are taught following the 'No-Nonsense Spelling Scheme'. The focus of the programme is on the *teaching* of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the *learning* of spellings, including statutory words, common exceptions and personal spellings.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

EAL

We have dedicated EAL staff to support newly arrived pupils. Children are encouraged and given opportunities to speak in their home language. Bi-lingual teachers and teaching assistants are used to introduce new concepts and vocabulary in children's home languages wherever possible.

ASSESSMENT

Writing: Each piece of independent writing will be marked to inform the teacher's assessment. Progress of application and understanding of learning objectives will be highlighted on Sonar Tracker as shown through these pieces of writing.

Reading: Staff will gather information about a child's ability from a range of reading opportunities, the most detailed of which will be the KLIPs Group documents and LAPs documents used during the Guided Reading sessions.

More formal assessments are undertaken at specified points throughout the year. A mixture of NFER and Optional SATs tests are used.

INCLUSION

We aim to provide opportunities for all children, so that they achieve as highly as they can in English according to their individual abilities. We identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment. If appropriate, children are set individual educational

St Matthew's Church of England Primary Academy – English Policy

programmes to work on, with achievable targets. Similarly, gifted children will be identified, and suitable learning challenges provided.

ROLE OF THE SUBJECT LEADERS

The Subject Leader will be responsible for improving the standards of teaching and learning in English / Literacy through:

- monitoring and evaluating Literacy
- monitoring and evaluating pupil progress
- provision of English and Literacy (including interventions and support programmes)
- the quality of the learning environment
- the deployment of support staff
- taking the lead in policy development
- auditing and supporting colleagues in their CPD
- purchasing and organising resources
- keeping up to date with English and Literacy developments at a local and national level

THE GOVERNING BODY

Regular reports are made to the governors regarding the standards and progress of pupils and the current developments in English provision. These are also shared with our link Governor for English. The English Governor, along with any other governor is welcome to observe and review the work in English across the school.

This policy will be reviewed every three years or in the light of changes to legal requirements.

PARENTAL INVOLVEMENT

Parents are informed of their child's progress on a regular basis through home-school reading records, written reports and Parents' Consultation meetings.