



## **St. Nicholas C of E Primary School**

### **English Policy**

#### **Our vision**

We prepare every pupil for their best future by ensuring they reach their full potential and attain the knowledge, skills and understanding required for success as we believe that 'With God, all things are possible'. Matthew 19:26



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### Statement of intent

Sound English skills are essential for progress across the curriculum and to prepare pupils effectively for tasks of adult life.

All teachers have a responsibility to develop pupils' competence in reading, writing, speaking and listening in their own subjects and to ensure that pupils become competent users of language, and can access the curriculum effectively and achieve their potential.

St Nicholas School:

- Recognises the effect that a confident, fluent and coherent understanding of English will have on a pupil's progress, both inside and outside of the school environment.
- Understands how a strong grounding in English will impact the future learning and development of a pupil in all aspects of their life
- Provides a balanced and broad curriculum which encompasses writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes, and audiences, as well as focussing on spoken English, reading, grammar and pronunciation.
- Ensures that all staff members are aware of planning, assessment, teaching and learning requirements for the English curriculum.
- Ensures that all pupils know how to plan, practise and evaluate their work.
- Ensures that all pupils understand all elements of English, as per the national curriculum.

**At Key Stage One (Years 1 and 2),** children should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds. They should be able to write their own narratives independently. They should develop a love of reading and be able to understand the books they read and the books read to them.

**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.

Regular reports are made to the Governors on the progress of English provision.

## **1. Legal framework**

- 1.1 This policy has been created with regard to the following statutory guidance:
- DfE (2013) 'English programmes of study: key stages 1 and 2'
  - DfE (2021) 'Statutory framework for the early years foundation stage'

## **2. Roles and responsibilities**

- 2.1 The headteacher is responsible for:
- Appointing appropriate subject leaders
  - Ensuring that effective health and safety procedures are in place.
  - Completing a risk assessment.
- 2.2 The subject leaders are responsible for:
- Encouraging staff to provide effective learning opportunities for pupils.
  - Help to expand on colleagues' areas of expertise in English.
  - Organising the deployment of resources and carrying out an annual audit of all related resources.
  - Liaising with teachers across all phases.
  - Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
  - Leading staff meetings and providing staff members with the appropriate training.
  - Organising, providing and monitoring CPD opportunities regarding English skills.
  - Ensuring common standards are met for recording and assessing pupils' performance.
  - Advising on the contribution of English in other curriculum areas, including cross-curricular and extra-curricular activities.
  - Collating assessment data and setting new priorities for the development of English in subsequent years.
- 2.3 The classroom teacher(s) is/are responsible for:
- Acting in accordance with this policy.
  - Ensuring progression of pupils' English skills, with due regard to the national curriculum.
  - Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum in conjunction with Read to Write.
  - Liaising with the subject leaders about resources and support for individual pupils.
  - Monitoring the progress of pupils in their class and reporting this on a termly basis.
  - Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
  - Undertaking any training that is necessary in order to effectively teach English.

- 2.4 The special educational needs coordinator (SENCO) is responsible for:
- Liaising with the subject leader in order to implement and develop specialist English-based learning throughout the school.
  - Organising and providing training for staff regarding the English curriculum for pupils with special educational needs and disabilities (SEND).
  - Advising staff on how best to support pupils' needs.
  - Advising staff on the inclusion of English objectives in pupils' individual educational plans.
  - Advising staff on the use of teaching assistant (TAs) in order to meet pupils' needs.
- 2.5 The pupil is responsible for:
- Ensuring they complete work on time and to the best of their ability.
  - Ensuring they behave in accordance with the school's Code of conduct.

### **3. Teaching and learning**

- The English curriculum is delivered daily.
- Grammatical errors are corrected on written work by classroom teachers, and discussed orally with pupils where necessary.
- Classroom teachers will use high-quality resources which effectively model English skills and demonstrate good practice, following the Read to Write scheme.
- Pupils will be encouraged, by their classroom teachers, to discuss their English skills with their peers and with the whole class before beginning their written work.
- Pupils will be given sufficient time to discuss, plan and edit their work.
- To broaden pupils' vocabulary and improve understanding, a range of relevant teaching methods will be implemented by classroom teachers.
- Classroom teachers will encourage the development of speaking and listening through activities within each English lesson.
- Systems such as 'collaborative group work' structures are to be used to ensure active participation in group and class discussions.
- Pupils will be provided with the opportunity to work of peers, so they can share ideas and evaluate work effectively.
- Pupils will be encouraged to edit their work in response to self, peer or group evaluation.
- The classroom teacher, in collaboration with the subject leader, will ensure that every pupils' needs are met by:
  - Setting tasks which can have a variety of responses.
  - Providing resources, of differing complexity, according to the ability of the pupils.
  - Utilising TAs to ensure that all pupils are satisfactorily supported.

### **Handwriting**

- In regards to handwriting, writing frames and scaffolds will be provided for pupils who are less confident, in order to develop their handwriting skills.

- Teachers will follow the Letterjoin scheme teaching handwriting at least twice a week.

### **Early years foundation stage (EYFS)**

- All pupils within the EYFS will be taught to develop their writing skills as an integral part of the topic work covered during the academic year.
- All writing objectives will be underpinned by the early learning goals (ELGs) that pupils should have attained by the end of the EYFS.
- In accordance with the writing ELG, at the end of the EYFS, pupils at the expected level of development will be able to:
  - Write recognisable letters, most of which are correctly formed.
  - Spell words by identifying sounds in them and representing the sounds with a letter or letters.
  - Write simple phrases and sentences that can be read by others.

## **4. Phonics and Early Reading**

We aim to develop confident, fluent and passionate readers and writers from an early stage. We use 'Essential Letters and Sounds' which is a complete systematic synthetic phonics programme (SSP). Phonics is taught daily and we teach children that the letters of the alphabet represents sounds and that these are put together to make words. The children learn to recognise the different graphemes that they will see when they are reading or writing. Our phonics teaching starts as soon as the children start in Reception and it follows a specific sequence that allows our children to build on their previous phonic knowledge and master specific phonic strategies. In Year 2, our children continue to develop their phonic knowledge by revisiting Phase 5 graphemes, ensuring all gaps are covered, before moving onto Phase 6 spelling rules. Children who did not pass the Phonic Screening Check (PSC) will receive daily ELS phonic sessions, as well as receiving bespoke, targeted intervention. Additional support for phonics is also put in place for those children in KS2 that still require support. In Year 3, some children will continue to develop their phonic skills, and if necessary will continue with the ELS programme, revisiting any phonemes/graphemes they are not secure in when reading and writing. Children who are secure with their phonic knowledge, will begin to use and apply a range of spelling rules, appropriate to their year group.

### **4.1 How we Teach Phonics**

At St Nicholas C of E Primary School we:

- Follow Essential Letters and Sounds which has a four part lesson structure and teaching sequence (**review, teach, practise, apply**) which promotes independence, resilience and success in all our learners.
- Teach children that phonics helps us to read and write.
- Whole class teaching allows all children to access Quality First Teaching, catch up sessions and interventions are also provided for those children who need more practice and support.
- Ensure that all phonics teaching is delivered with pace and passion. Use 100% decodable books in phonics lessons so that children can directly

apply their new knowledge and phonic skills at an appropriate level. We use a range of decodable books which have been carefully organised to match the sounds your child is learning.

- Classrooms are well resourced with resources which are readily available empowering children to independently make correct spelling choices

#### **4.2 Phonics and Reading Books**

When the children are starting to learn the phonic code it is important that the books they read are closely matched to the letter sounds they are learning. The books should give the children confidence and help develop fluency, we want our children to feel confident and have a sense of achievement.

#### **4.3 Assessment of Phonics**

We track our children throughout each Phonic Phase, using Phonics Tracker, to monitor both achievement and progress. Our main emphasis on the assessment of phonics is on how effectively the children are able to apply their learning into reading and writing. This provides the evidence that the phonic learning is fully embedded. If necessary, further support through targeted interventions is provided for children to enable them to keep up with the phonics programme.

### **5 Assessment and reporting**

- 5.1 Pupils will be assessed and their progression recorded in line with the school's Assessment Policy.
- 5.2 Throughout the year, teachers will plan on-going assessment opportunities in order to gauge whether pupils have achieved the key learning objectives.
- 5.3 Assessments will be undertaken in various forms:
- 5.4 Formative assessment, which is carried out informally throughout the year, enables teachers to identify pupils' understanding of subjects and inform their immediate lesson planning.
- 5.5 In terms of summative assessments, the result of end-of-year assessments will be passed to the relevant members of staff, such as pupils' future teachers, in order to demonstrate where pupils are at a given point.
- 5.6 Summative assessments are also used at the end of a unit of work. Teachers will make a judgement about the work of each pupil in relation to the national curriculum.
- 5.7 Pupils' writing will also be assessed during the relevant statutory assessments.
- 5.8 Parents will be provided with a written report about their child's progress during the Summer term every year. These will include information on pupils' attitudes towards English and their progress. An opportunity will be provided for parents to discuss this report with the relevant teachers.
- 5.9 Verbal reports will be provided at parent-teacher interviews during the year.
- 5.10 The progress of pupils with SEND will be monitored by the SENCO.

### **6. Cross-curricular links**

- 6.1 The English skills that are developed in English lessons are applied to and in every lesson that is conducted in accordance to the national curriculum. English skills make up the basis for all other future skills.

#### Mathematics:

- In regards to mathematics, English skills contribute greatly. EYFS students encounter patterns, spaces and shapes in English lessons.
- Further on in their development, pupils will learn a new and wider vocabulary which will include mathematic-specialist terms.
- Children in KS1 come across stories that involve rhymes that include counting and sequencing.

#### Science:

- Pupils are expected to engage in research during science lessons. English skills are used here for writing a range of reports, and for verbally explaining their findings to the class and to a teacher.

#### Humanitarian subjects:

- Humanitarian subjects include history, geography and religious studies. These subjects require a technical and subject-specific jargon. English skills will be utilised here when learning the new jargon.
- Researching is also required for these subjects, meaning that the register in which any work is written often needs to be adapted depending upon the task set.

#### Drama:

- English skills are fundamental for oral expression. Effective English skills will ensure a pupil feels confident taking part in group tasks and class discussion/performance.

#### Computing:

- Using computer software, such as Word, develops a pupil's understanding of jargon, lexicon, sentence structure and many grammatical rules.

## **7. Equal opportunities**

- 7.1 All pupils will have equal access to the English curriculum. The writing lead and teachers will ensure writing activities are adapted as appropriate to ensure all pupils can access the curriculum.
- 7.2 Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing English lessons.
- 7.3 If English is an additional language (EAL), a TA will be allocated to the pupil to provide extra help where needed. Additionally, outside support can be offered to the pupil.
- 7.4 Where it is inappropriate for a pupil to participate in a lesson due to reasons related to any of the factors outlined above, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.
- 7.5 Cultural and gender differences are positively reflected in lessons and teaching materials used.

## **8. Monitoring and review**

- 8.1 This policy will be reviewed every two years by the subject leaders.
- 8.2 The subject leaders will monitor teaching and learning in English, ensuring that the content of the national curriculum is covered across all phases of pupils' education.
- 8.3 A named member of the governing board will be briefed to oversee the teaching of English and meets regularly with the subject leader to review progress.
- 8.4 Any changes made to this policy will be communicated to all teaching staff.

## **9. Conclusion**

This policy is in line with other school policies and therefore should be read in conjunction with the following school policies:

- Marking;
- Special Educational Needs;
- Computing;
- Health and Safety;
- Safeguarding.