

# English Policy



**This Policy was reviewed 13th December 2019**

**Signed Chair of Governors Julia Anderson**

**Signed Head Teacher M. Battersby**

**Next Review Date December 2022**

**ST SILAS PRIMARY SCHOOL**  
**English Policy**

‘Loving God and each other we work together to be the best we  
can be’

**Vision Statement.**

At St Silas Primary School, we believe that reading is at the centre of learning. We strive for children to learn to love books through daily storytelling sessions, access to inspiring reading material for our children and the use of quality texts in English teaching.

English writing topics are based on stories by well known authors and the children are given time to immerse themselves in the story and get to know the characters and story format. Children are encouraged to read a wide variety of genres, they have access to this through a well resourced and modern reading scheme which they read at home with parents and also in school with staff and trained reading volunteers.

**Curriculum Policy**

This policy reflects the values and philosophy of St Silas’ C. E. Primary School in relation to the teaching and learning of English. It is in line with the school’s policies on inclusion and equal opportunities, SEN, teaching and learning assessment.

**Aims**

At Silas Primary School, our aim is to provide children with the necessary skills and understanding to become literate pupils and confident, competent communicators. We aim to foster a love of reading and develop reading for pleasure as well as to gather information and improve knowledge. We teach children to write in sentences that are grammatically correct and well punctuated for a variety of different purposes.

In order to fulfil this aim, teaching is based on English objectives that match National Curriculum Programmes of Study, and the Early Learning Goals taken from the EYFS. Units of work are planned using the teaching sequence designed to support children in developing the speaking and listening, reading and writing skills to produce a final written outcome.

**To develop St Silas speakers and listeners we:**

- Plan open ended challenges that require group collaboration and communication
- Our children sit in Kagan groups, enabling opportunities for peer to peer learning and support
- Give children opportunities to express their ideas to a range of audiences
- Allow opportunities to take part in group discussions and drama activities
- Encourage children to listen and respond appropriately to others
- Help pupils understand the need to adapt their speech to different situations
- Give children opportunities to evaluate and reflect on their own speech
- Encourage the use of Standard English vocabulary and grammar whenever appropriate
- Give pupils opportunities to converse confidently in social situations and adapt to different situations and listeners (e.g. assemblies, class presentations, friends, teachers, visitors)
- Encourage awareness of the use of appropriate gestures, eye contact, facial expression, pause, tempo and intonation
- Help children to develop debating skills
- Encourage evaluation and reflection on their own speech.

We provide a common ethos in school, which encourages children to express their thoughts and feelings in a climate where their contributions are valued. Care is taken to promote confidence so that pupils develop the self-esteem necessary to contribute willingly to discussions and debates. Opportunities are provided to extend pupils' awareness of non-verbal communication and other languages.

**To develop St Silas readers we:-**

- Develop a life-long love for reading in all pupils
- Use 'Read Write Inc.' phonics programme to promote the development of phonic skills
- Teach them to read accurately and fluently using a full range of reading cues (phonic, graphic, syntactic, contextual), to monitor their reading and correct their own mistakes
- Help children to understand and respond to what they read giving them opportunities to express their opinions, examine authorial intent and to use inference and deduction where appropriate
- Provide access to a wide range of fiction, poetry and non-fiction texts
- Provide opportunities to read on a one to one basis with teaching staff or adult volunteer
- Model outstanding practice to the children
- Encourage children to read independently and with enjoyment
- Teach our pupils to seek information from the written word
- Teach children to paraphrase and summarise texts
- Encourage regular use of the school library
- Provide books to read at home
- Provide a word rich environment for our children

**See additional phonics policy for further information.**

**To develop St Silas writers we:-**

- Encourage pupils to write with interest, commitment and enjoyment
- Teach children to write effectively for a range of purposes and a range of readers, adapting their vocabulary and style as appropriate
- Model how to plan, draft and edit pupils' own writing using these skills to evaluate and improve their own writing;
- Model how to use punctuation and grammar to make meaning clear to readers
- Give children the knowledge and strategies to become confident and accurate spellers
- Teach pupils a fluent and legible style of handwriting
- Teach children how to present work appropriately
- Use digital technology to aid writing

**To develop St Silas understanding and knowledge about the English language we:**

- Promote an interest in words and their meaning and encourage children to develop a growing vocabulary
- Help pupils to develop a suitable technical vocabulary to enable them to discuss their reading and writing
- Draw attention to features of Standard English and how this can differ from local speech;
- Encourage children, through their experiences of reading and writing, to develop their powers of imagination, creativity and critical awareness

It is our aim that all pupils at St Silas Primary School have equal access to the English curriculum at the appropriate level.

We aim to deliver an English curriculum in a stimulating, cross curricular and varied way, which not only equips children with the skills and understanding to be fluent readers, writers and effective communicators, but also promotes enjoyment and enthusiasm for language and literature.

Through home/school and community links, we hope to encourage family involvement in the teaching of literacy, recognising that positive parental involvement increases a child's capacity to learn.

**Organisation**

English is taught daily and all work is based on English objectives designed to support children in achieving the National Curriculum Programmes of Study. Cross curricular links are enhanced and texts, where appropriate, link to the foundation subject focus. Children are grouped in Kagan seating positions, according to their ability level, so that they can benefit from peer to peer learning support as well as teacher assistance. Their individual needs are met through appropriately planned activities to meet the learning requirements of each child. Units of work are planned using a teaching sequence designed to support children in their learning all focused on a key text. Initially the children are immersed in the genre of writing through speaking and listening, reading and textual analysis. The next phase addresses the planning of a final written outcome, based on the genre of the key text. Finally, the children will produce a teacher supported piece of writing, where modelling and editing are essential elements of the process. Grammar will be taught through the three phases and these skills will form the Learning Outcomes of the modeled writing. Shortly after the unit has been completed, the children will

be given the opportunity to produce an independent piece of writing based on the unit, to assess their learning.

### **Planning**

A teaching sequence for each unit of work is used as Medium Term Planning. Weekly planning is flexible and teachers use a format that is appropriate for them. The time spent on each unit is dependent on the nature of the content.

In the Foundation Stage, planning is in line with the Curriculum Guidance for the Foundation Stage focusing on the Early Learning Goals for communication, language and literacy. Children in Year One continue to work on the Early Learning Goals until they have been achieved.

Opportunities for speaking and listening and assessment for learning are identified within the planning.

### **Reading Sessions**

All children participate in a reading session of 20 - 30 minutes per day in addition to reading strategies taught in English lessons. The reading goal is to develop children's skills to enable them to understand what they read. Through all reading activities children should be taught the four key aspects of reading; Word Recognition, Reading fluency, Error detection, repeating and self-correction and understanding. Children are grouped according to their individual needs using the simple view of reading as a guide. Activities should be of a high quality. They should be selected to address gaps in learning identified through formative assessment using the reading assessment grids.

### **Grammar and Punctuation**

Grammar teaching is embedded into the teaching sequence and opportunities to develop children's understanding of grammar is planned where appropriate throughout a unit of work. Word and language games can be used as warm ups or as a way of developing or sharing ideas, extending vocabulary and teaching grammar and punctuation skills. Terminology should be taught as specified in the agreed Programmes of Study for each year group in the English Curriculum.

### **Spelling and Handwriting (See Spelling Policy for further information)**

Children in Key Stage 2 are taught spelling using the No Nonsense Spelling scheme Key Stage 1 are supported by Read Write Inc phonics. No Nonsense Spelling teaches spelling in a 'Little-but-often' structure which allows children to revisit and review, learn new strategies and apply. A variety of strategies are suggested so that children with different learning styles can find out what works well for them. Spelling practice may form part of the children's home learning for regular testing in class.

### **Assessment**

- Children's progress in the Foundation Stage is assessed against the EYP development bands.
- Reading and Writing are assessed half termly and tracking meetings are held to discuss pupil progress.
- Reading is assessed termly, using NFER tests. Through question analysis, the subject lead to identify gaps in learning to be addressed.
- Phonics progress is tracked through regular pupil assessment of the children's achievement and the requirement for changes in groups or catch up teaching interventions.
- Progress against the English objectives is updated regularly on Target Tracker and this information is used to inform future planning.

### **Intervention Programmes**

Interventions are planned on a keep up not catch up basis. Through, in the moment teaching, teacher's identify gaps in the children's learning; these are addressed through in the moment teaching. Termly assessment data is used to inform the effectiveness of teaching and inform future planning..

### **Special Educational Needs**

Pupils with Special Educational Needs have targets set by the Inclusion Manager and class teacher, appropriate for their specific needs. Support for these targets is provided within English lessons and small group intervention and progress is tracked half termly. Parents are invited to attend regular review meetings so that their views can be taken into account when reviewing progress and planning the next steps in learning for their child.

### **Use of Additional Adults**

Support staff work with groups or individual children in English lessons. Their role is to support the children's learning delivering measurable impact. They work collaboratively with the class teacher and planning is shared to ensure the support is as effective as possible. Groups are rotated regularly to ensure that they all benefit from the expertise of both the teacher and teaching assistant.

### **ICT**

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

### **Resources**

A range of resources are used to support teaching and learning. These are reviewed and updated regularly.

### **Date:**

This policy will be reviewed annually or in the light of new legislation. Staff and governors will be consulted and informed of any changes.