

St Saviour's C of E Academy

English Policy

Autumn 2021

At St Saviour's C of E Academy, English has a high profile and pervades all other areas of the curriculum. We utilise the guidance offered by the English framework for the teaching of Reading, Writing, Spelling, Speaking and Listening and Handwriting.

Children are encouraged to become readers and writers from their first day in school. They experience opportunities to develop their skills in all activities in all subjects that they complete.

Introduction

Literacy is a fundamental life skill; it develops the children's ability to communicate effectively - to listen, speak, read and write for a wide range of purposes.

Children are enabled to express themselves creatively and imaginatively as they become enthusiastic and critical readers of stories, poetry and drama, as well as non-fiction and media texts.

Children gain an understanding of how language works by looking at its patterns, structures and origins. Children use their knowledge, skills and understanding across a range of different situations.

St Saviour's CofE Academy aims to:

- Enable children to use and understand language as speakers, readers and writers.
- Encourage children to be competent, confident and independent in the use of language.
- Provide the opportunity to monitor and assess the language development of each child.
- Develop children's awareness of different audiences and purposes for speaking and writing.
- Enable children to use the English language in all areas of the curriculum.
- Encourage a whole school approach to language.
- Identify as soon as possible any children having special educational needs so that barriers to learning can be overcome.

Planning

At Saviour's C of E Academy, we use the 'Pathways to Write' units of work from Reception to Year 6. The scheme offers a balance of fiction and non-fiction texts that are explored through writing. The units are broken down into short term weekly plans. Weekly planning covers skills required to successfully complete an extended piece of writing. Planning also encompasses objectives informed by the evaluating and marking of the children's previous work.

Whole class reading is taught using 'Pathways to Read.' This is a skills based approach that we have incorporated alongside using VIPERS in Key Stage 2 and Skills Dogs in Key Stage 1. Children also have a daily reading session whereby teaching staff can listen to the children read individually whilst providing an opportunity to develop a love of reading. The children also take part in daily class reads, read by the class teacher.

Teaching and Learning

The English curriculum is delivered by class teachers. Mixtures of teaching styles are used including; ability and mixed ability groupings so that learning is differentiated in order to give appropriate levels of work to each individual child. Where appropriate groups/individual children are supported by Teaching Assistants. In EYFS and Year 1 (until the end of the Autumn term) continuous provision is used for a smooth transition for the children.

EYFS

The Early Years Foundation Stage curriculum is followed to ensure continuity and progression from entering Nursery (Foundation Stage 1), moving on to Reception Class (Foundation Stage 2) and then through to the English National Curriculum in KS1 & KS2.

The Early Years Foundation Stage Curriculum is divided into prime and specific areas of learning and development. 'Communication and Language' is one of 3 prime areas that are fundamental to, and support the development, in all other areas. 'Communication and Language' is made up of the following 3 aspects: listening and attention, understanding and speaking. 'Literacy' is one of four specific areas which include essential skills and knowledge. They grow out of the prime areas and provide important contexts for learning. 'Literacy' is made up of the following 2 aspects: reading and writing. In EYFS all aspects of Literacy are taught. Children learn through play, speaking and listening activities, teacher modelling, group work and self-direction.

SPEAKING AND LISTENING

Aims

• To develop as fully as possible each child's competence, confidence and enjoyment in speaking and listening. Speaking and listening activities are embedded throughout the curriculum. The Primary Framework provides guidance on incorporating Speaking and Listening into planning through specific speaking, group discussion and listening tasks. Throughout the school day children are involved in: -

- Listening to talk
- Asking and answering questions
- Play where fictional roles are explored
- Small group story reading
- Small group oracy support activities
- Using spoken language to get things done
- Adjusting what they say depending on others' response
- Use in other areas of the curriculum

The Primary Framework ensures clear focus for teaching and suggests a variety of contexts, purpose and audiences. It ensures that opportunities for drama and group discussion are carefully planned and integrated into other activities. This, along with 'Pathways to Write' ensures that children's speaking and listening needs are met.

In addition, there are 'circle time' discussions. This 'circle time' also takes account of 'School Council' business and promotes confidence in speaking and listening. The children also take part in Worship, assemblies and productions, which provide opportunities for public speaking.

In order to achieve our aims we must: -

- Provide a stimulating environment, which arouses children's interest and curiosity.
- Provide good role models
- Listen carefully and with respect and interest to what the children say
- Extend their range by encouragement, explanation and interpretation
- Give all children equal opportunities to develop their oracy.

READING

Early Years and Key Stage 1

Aim

- To develop each child's ability to read, understand and respond to all types of writing.

The children are encouraged to acquire a love of reading. We aim to use books to stimulate the child's imagination. Children are introduced to the conventions of books, left to right, regarding the illustrations as an integral to the story, turning the pages singly etc. Children build a sight vocabulary from the structured scheme whilst concurrently following the *Letters and Sounds* and *Jolly Songs* programmes. The sight vocabulary is extended so that as they encounter the scheme book, most words are already known and they experience success and pleasure.

ICT is used to support reading – Online books and phonic resource programmes.

Each child takes home a book banded scheme book and their home reading is recorded on the Go Read application. Children are encouraged to read this book as well as others of their choice.

Whole class reading takes place daily in Key Stage 1, whereby children can focus on establishing their word reading and comprehension skills. Children in the Early Years are immersed in reading through shared reading sessions, individual reading time and phonics sessions.

The Letters and Sounds phonics programme along with Jolly Phonics is introduced in EYFS and continued throughout the Foundation Stage and Key Stage 1 and into Key Stage 2 as an intervention if necessary. It focuses on phoneme / grapheme recognition and the strategies of blending to read and segmenting to spell. Children are grouped according to phonic ability and receive 5 sessions of 20 minutes of focussed teaching, learning and assessment. Regular assessment ensures children who are not working at an appropriate level access intervention groups for regular pre and post teaching of the required phase.

Key Stage 2

Aim

- For the children to be able to read for pleasure, information and with comprehension.

The banded reading scheme is continued at Key Stage 2. A full range of reading genre is offered. Children take home a scheme book daily. Whole class reading continues as in Key Stage 1. Reading comprehension continues to be taught weekly and may cover a wide range of activities including answering questions related to the text, picture, comprehension and rewriting text from a different viewpoint. Children have a reading journal and dictionary to log useful words and ideas to support their writing. Children are also encouraged to read books from the individual class libraries. Both oral and written book reviews are undertaken to encourage a desire to widen their reading experience. Children are also encouraged to record when they have read on the Go Read application.

As the children progress, they are encouraged to widen their use of books for reading for information, developing specific skills. Looking up and locating information 'Skimming and Scanning,' making notes and ICT is also used to support reading and comprehension through a range of interactive texts

Reading for comprehension involves work based on the ability to recognise and recall: -

1. Literal -

Facts, main ideas, sequence of events, comparisons and contrasts, character statements and reasons

2. Organisational –

Analyse, synthesise and organise ideas and information explicitly stated in the text. Explain why a writer has chosen to organise a text in a particular way.

3. Inferential –

Ability to use ideas and information stated in the text with own intuition and personal experience as a basis for conjecture and hypothesis. It demands thinking and imagination that go beyond the printed page.

4. Evaluate –

Make an evaluative judgement. Explain why a writer has chosen to use a specific word or phrase and the impact the word or phrase has on the reader.

5. Appreciative –

Be emotionally and aesthetically sensitive to the text. To relate the text to its social, cultural and historical traditions.

To achieve our aim at both Key Stages we need to: -

- Expose the children to a stimulating range of books and texts, fiction / non-fiction / poetry / play scripts.
- Provide a range of reading experiences, individual reading / shared reading /guided reading / class reading / class stories and poetry / use of school and class libraries.
- Involve parents as much as possible.
- Ensure reading is structured and enjoyable. Provide stimulating texts which are age related with appropriate graduated vocabulary
- Use record keeping and assessment to monitor progress.
- Provide support for children with Special Educational Needs as appropriate.
- Encourage independence through the development of a variety of skills.

WRITING

Aims

- To develop the child's growing ability to construct and convey meaning in written language.
- To teach the children the skills of handwriting, producing clear, consistent, well- formed handwriting.

Early Years

Children are given opportunities daily to develop their fine motor skills, pencil control and letter formation. Different genres of writing are introduced and modelled (e.g. lists, cards, captions, speech bubbles) and children are supported and encouraged to write in these forms. They are taught phonics and encouraged to use their phonetic knowledge in their writing. When modelling writing teachers focus on basic sentence structure (capital letter, spaces, full stops. When children are working at an appropriate level the schools' marking procedure is introduced.

Key Stage 1

Writing will sometimes be factual, sometimes imaginative and sometimes based on own experiences. Writing will be cross curricular and used to write recounts and reports of investigations and trips or visitors to school. Children's work is discussed and used to draw attention to purpose, style, presentation, grammar, punctuation and spelling.

Key Stage 2

The children extend their experiences in writing to write in various ways for different purposes and audiences.

Fiction:

- Stories • Diaries • Play scripts • Letters

Non-fiction

- Reports • Recounts • Explanations • Instructions / Lists • Arguments / Persuasive • Letters

Having experienced these different types of writing we hope that children will: -

1. Derive an interest and pleasure from writing
2. Express their feelings in writing.
3. Show logical thought in planning and editing.
4. Be able to direct and instruct through writing.
5. Write for a clear purpose.
6. Write for a variety of audiences.
7. Transmit information.
8. Write coherently.
9. Write imaginatively.

To achieve this, we need to: -

- Provide a variety of stimuli including writing for a purpose.
 - Provide a range of examples of different types of writing.
 - Give feedback, support and encouragement.
 - Provide a variety of materials.
 - Ensure that necessary skills are in place.
 - Use record keeping and assessment to monitor progress and set targets.
 - Encourage independence and confidence through the development of skills and experiences.
- Display children's written work around school

Marking

The marking policy is used to promote understanding of what is correct, related to the objective.

Please see marking policy

Handwriting

Aims

- To produce clear, well formed, legible writing that is consistent and neat in appearance

Teachers have high expectations in the presentation of work in all areas of the curriculum. There are daily cursive handwriting lessons in Early Years and Key Stage One and additional intervention in Key Stage Two when needed. Teachers and support staff demonstrate the correct letter formation and the children should practise it. The teacher should monitor the formation of the letters. As children master joining and correct formation, the focus should be on writing neatly, consistently and at a reasonable speed. Handwriting should be linked to phonics and curriculum words wherever possible.

Children begin to join in Year 2 when ready, and should join consistently from Year 3 onwards.

Handwriting intervention groups can be accessed for those children who require further support. Once children master joined handwriting, they should use it in every piece of work. As the children progress and begin to present their handwriting to the standard, they receive a provisional pen licence certificate. Once consistent they then receive a reward in the form of a pen licence and pen.

Spelling

Initially children are encouraged to write individual letters and attempt spelling phonetically. From Reception, more formal spelling begins with the first one hundred and two hundred words from Letters and Sounds reading and spelling lists. In Year 2, 'Support for Spelling is used.' From Year 2 onwards Collins Treasure House is used to provide a planning structure to ensure National Curriculum Expectations in all year groups is achieved. Children are encouraged to look for patterns in words and for word families. The children are given spellings to learn. The use of dictionaries is taught and encouraged and has been built into the redrafted literacy units of work. The children learn to self-correct when re-drafting their writing.

RECORDING AND ASSESSMENT

Continuous assessments of reading and writing progress are made throughout the year. Summative Assessment is carried out at the end of each half term and Key Stage through the use of Standardised tests and Teacher Assessment.

Reading

The National Curriculum descriptors have been tailored into skills based objectives using 'Staffordshire reading grids.' These are used to track the progress of all children in Whole class reading sessions. This assessment information is used to inform planning, identify targets and the levels the children are working at. Formal reading tests are carried out from Year 1 – Year 6 on a termly basis using standardised tests.

An online reading diary called 'Go Read' is used to pass information between home and school. This also enables teaching staff to keep a record of the children's reading.

Spelling

Formal spelling tests are carried out from Year 1 to Year 6 on a weekly basis. Spelling lists appropriate to the child's level and ability are given out regularly and children are tested every week in the form of a test or dictation.

Writing

Pathways to write feature keys and mastery keys are used to track progress of children's writing half termly. Writing is moderated across the school and the academy schools to provide continuity across the academy trust.

Special Educational Needs

Where barriers to learning are identified, the class teacher will work closely with the SENCO and the English Lead Teacher, to ensure that difficulties are swiftly addressed as quickly as possible and a programme of learning is put into place to remove the barriers. If appropriate to their needs, the targeted children may access intervention groups including phonics, oracy work, handwriting and grammar work. If the child is on the Special Educational needs register they will have an intervention with SMART targets.

As part of the school's drive towards 'Dyslexia Friendly Status', there is the willingness to respond quickly to perceived needs without waiting for a formal assessment. This inclusive, dyslexia friendly response comes from class teachers who are empowered to identify learning issues and respond appropriately as part of their day to day teaching.

In a dyslexia friendly classroom learners are supported to be the best they can be. There are a range of strategies that promote effective teaching and learning for all pupils:

- Class, group and individual learning
- Recognition and use of different learning styles
- Flexible teaching
- Differentiation of the ways in which pupils may record information
- Differentiated assessments
- Individual target marking to highlight selected key elements

Inclusion and 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.

The Role of ICT

ICT is used to support our teaching and to motivate children's learning. The interactive whiteboards are used for writing information and for sharing texts, pictures, other children work and video clips.

Home / school links

St Saviour's C of E Academy values the relationship with parents in supporting their children's Literacy skills. Parents are involved in their children's learning by:

- providing regular parent's evenings which give them verbal information on their child's progress and their targets for the future.
- Sending reading books and home/school record books to monitor progress at home and school.
- Providing meetings when appropriate to inform parents on how we teach reading/writing/phonics and how they can help.
- Social media interaction via the school website, Facebook and Twitter.

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