



Warton St Paul's

Church of England Primary Academy

A member of **CDARI**

English Policy

Reviewed May 2022

Next review May 2023

Our Mission Statement

**'Believe, Belong, Be the Best that
you can Be'**

*"You are God's dear children. Let
love be your guide. Jesus loved us
and died to save us." (Ephesians 5 v
1 & 2)*

1. AIMS

At Warton St. Paul's we believe that children flourish when they learn within an orderly, supportive environment where they feel secure and where their individual needs are respected. The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, so using language to learn and communicate ideas, views and feelings. It enables children 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 in speaking and writing across a range of different situations.

Pupils at Warton St. Paul's Primary Academy will leave Year 6:

- being able to speak clearly and audibly in ways which take account of their listeners;
- being able to listen with concentration in order to be able to identify the main points of what they have heard;
- adapting their speech to a wide range of circumstances and demands;
- communicating, explaining and describing using technical vocabulary appropriate to the subject;
- being able to reflect on their own and others' contributions and the language used;
- evaluating their own and others' contributions through a range of drama activities;
- being confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;
- enthusiastic and reflective readers through contact with challenging and lengthy texts;
- enjoying writing and recognising its value;
- writing with accuracy and meaning in narrative and non-fiction;
- using planning, drafting and editing to improve their work.
- being able to explore literature, including verse and prose, through drama and play script.

2. STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are found in the National Curriculum (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2021).

The National Curriculum English programme of study (2014) is based on 4 areas:

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

By the end of each key stage, pupils are expected to know, apply and understand the skills and processes specified in the relevant programme of study. The National

curriculum (2014), gives detailed guidance of what should be taught at each Key stage under the following headings:

- Spoken language
- Reading - word reading and comprehension
- Writing – transcription, spelling, composition, handwriting and presentation
- Grammar

In the Foundation Stage (Reception) children are given opportunities to:

- speak and listen and represent ideas in their activities;
- use communication, language and literacy in every part of the curriculum;
- become immersed in an environment rich in print and opportunities to communicate.

At Key Stage One (Years 1 and 2) children learn to speak confidently and listen to what others have to say. They learn to read and write independently and with enthusiasm. They learn to use language to explore their own experiences and imaginary worlds. Children are given opportunities to speak and listen throughout all subject areas.

At Key Stage Two (Years 3-6) children learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how the structure of language works.

The Governing Body receives regular reports on the progress of English provision.

3. SUBJECT ORGANISATION

Foundation Stage

In Foundation stage children have daily discrete phonics lessons using the bespoke curriculum written for the school. Children have opportunities to develop their communication, language and literacy skills on a daily basis in both adult led and child initiated activities. Children have daily handwriting sessions where they begin to learn correct letter formation.

Key Stage 1

In Key Stage 1 daily discrete phonics lessons, continuing with the bespoke curriculum, are taught in ability groups, while children have daily mixed ability English lessons. Children take part in both guided and individual reading sessions (e.g. with teachers and TAs) and have regular story times to develop a love of reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. Fast Track

Phonics and IDL), differentiated class teaching and differentiated phonics sessions. From Year 2 Children are also taught Spelling through the No-Nonsense Spelling Scheme of work. Children practise letter formation and cursive handwriting in daily handwriting sessions.

Key Stage 2

In Key Stage 2 Children have daily English Lessons including grammar for writing, using the 4 I's model. Additional literacy sessions include guided reading, handwriting, and spelling using the No-Nonsense Spelling Scheme. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (e.g. IDL and Fast Forward Grammar/Spelling) and differentiated class teaching. Children continue to have daily handwriting sessions.

4. APPROACHES TO SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking, Listening, Group Discussion and Interaction and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Children who require extra support in speaking and listening benefit from the expertise of Speech and Language Support from outside agencies and carried out in school by teaching assistants where appropriate.

We recognise the need for all pupils to speak, read and write standard English fluently and accurately, while acknowledging that a pupil's own dialect, or other language is of prime importance. It is our school policy to model our own language to the children which encourages standard English both in speaking and writing.

5. APPROACHES TO READING

Teachers model reading strategies during shared reading sessions within lessons, whilst children have the opportunity to develop reading strategies and to discuss texts in detail during guided reading sessions. Independent reading provides time for both assessment and 1-1 teaching. Daily discrete phonics lessons in Foundation Stage and KS1 enable children to decode efficiently. This is continued into KS2 where necessary.

A range of book banded reading schemes are used to support early readers. These are organised to match the order our phonics scheme is taught and children are given a book with letter sounds that they have already learnt and can recognise. We would expect a child to have 90% accuracy when reading their home readers. Guided Reading books are selected to provide appropriate challenge and to be instructional, and will generally be a higher book band than those books that pupils

share at home. Teaching assistants may support reading activities to ensure that children have more frequent opportunities to read with adults.

Children in the Foundation Stage take home a book from school and parents are encouraged to read the books with their child daily and then record how they have got on. We encourage regular teacher – parent communication. Children also have access to Bug Club where a selection of online reading material is available at the children’s ability level. Pupils move on to Guided Reading as soon as they are at an appropriate level.

In Key Stage 1 children take home a book according to their ability. These books develop fluency and enjoyment of a variety of texts (e.g. stories, poetry, information) In addition to this, children have the opportunity to choose a book from the school library where appropriate. Each child has a home-school reading record that teachers and parents can use to share information about a child’s reading. Parents are encouraged to read with their child daily. Classrooms have a Reading Corner with a selection of books for the children to enjoy.

In Key Stage 2 children choose library books to take home and read. They are encouraged to record their own thoughts and opinions about the books in their Reading Record. Throughout the Key Stage children become more independent in recording what they have read in their reading journals. We also have a selection of books in each Class Reading Corner from Years 3 to 6 to support appropriate text choices. Those children who still require a more structured approach to reading have access to the Book Banded books to help them to continue to grow in confidence as readers with a text that is appropriate for their age group.

We still encourage all readers to share a book at home with their grown-ups. We believe that this not only helps to develop inferential skills, but also supports a lifelong love of reading. We recognise the value of adults (both in school and at home) reading aloud to children, in order to improve their grasp of story language, enthuse them with a love of books and inspire them as writers.

6. APPROACHES TO WRITING

We aim to develop the children’s ability to produce well structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. To support our teaching of writing we use school assessment criteria. Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Guided writing sessions are used to target specific needs of both groups and individuals, whilst children have opportunities to write at length in extended independent writing sessions both during and at the end of each unit.

The children are given frequent opportunities in school to write in different contexts using quality texts as a model and for a variety of purposes and audiences. There are many opportunities for children to improve their writing inspired by drama, role

play, hot seating and film clips. They may be asked to produce their writing on their own or as part of a group. Children will also be given the opportunity to use ICT for their writing.

7. CROSS-CURRICULAR LITERACY OPPORTUNITIES

The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Cross curricular links to literacy can be found in each scheme of work and across our curriculum. Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through literacy lessons to other areas of the curriculum, with a particular focus in our school of writing through all subject areas where the same standard of writing is expected as seen in English books. The skills that children develop in English are linked to, and applied in, every subject of our curriculum. The children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all areas of their work in school. Cross curricular links to literacy can be found in each scheme of work. This writing is recorded in our Writing Around the Curriculum (WAC) books.

8. THE USE OF ICT

We recognise the important role ICT has to play in our school in the development of Literacy skills. ICT is used to enhance the teaching of Literacy and to give all children the opportunity to experience, read and write texts and develop visual literacy. The use of ICT is cross – curricular.

9. ASSESSMENT AND TARGET SETTING

Teachers assess children's work in English in several ways. The short-term assessments that teachers make as part of every lesson help teachers to adjust their daily plans. Teachers match these short-term assessments to measure progress against the key objectives (KLiPs Lancashire document), and to help them plan for the next steps of learning. Ongoing formative assessments are used to ensure that children are making sufficient progress and are on track to achieve their personal targets. Teachers make long-term assessments which they use these to assess progress against school and national targets. These assessments are discussed with the Head teacher during termly progress review meeting. Reading and Writing are assessed in Statutory Assessments in the Foundation Stage, Key Stage One and Key Stage Two. These include the EYFSP, Phonics Screening Test, Year Two SATs and Year Six SATs. These are also reported to parents at the end of each school year. Pupils will also have Reading and Writing Targets where appropriate and will know their 'next steps' to ensure progression.

10. INCLUSION

We teach English to all children, whatever their ability. English forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in English takes into account the targets set for individual children in their Individual Pupil Plans (IPPs). Teachers provide help with communication and literacy through:

- Using texts that children can read and understand;
- Using visual and written materials in different formats;
- Using ICT, other technological aids and taped materials.

11. ROLE OF SUBJECT LEADER

The Subject Leader is responsible for improving the standards of teaching and learning in English through:

- monitoring and evaluating English:
 - pupil progress
 - provision of Literacy
 - the quality of the Learning Environment,
- taking the lead in policy development,
- auditing and supporting colleagues in their CPD,
- purchasing and organising resources,
- keeping up to date with recent English developments.

12. PARENTAL INVOLVEMENT

We aim to involve parents in the development of children's skills, knowledge and understanding in English. Parents are involved in hearing children read, and are encouraged to discuss books with them.

There are opportunities each term when parents can discuss their children's progress with their teacher. Parents are encouraged to read both with and to their children at home in order to promote reading.

Phonics Assessments (Year 1) and SATs results (Year 2 and Year 6) are published in accordance with Government legislation.

This policy will be reviewed according to the emerging needs of our school.

SignedDate (Chair of
Governors)

SignedDate (Headteacher)