

## English Policy



### ***'Flourishing through love'***

**'Let all that you do be done in love' – 1 Corinthians 16:14**

At St Anne's Primary School, we recognise that English forms the basis for all learning and that strength in speaking, listening, reading and writing enable children to make the most of all other subjects. The strategic teaching of English develops children's ability to listen, speak, read and write for a wide range of purposes and contexts. By becoming confident in their knowledge of the language and structures of stories, poetry and dramatic texts, children are able to use this learning to form their own texts. Children gain an understanding of how language works by studying its patterns, structures and origins.

#### **Intent**

During their time at St Anne's we wish all our pupils to learn to use English to a high standard when speaking, reading and writing, so that, by the end of Year Six they are equipped with a strong command of the written and spoken word and have acquired a love of literature. A successful English curriculum will develop the children's love of reading, writing and discussion. We actively promote reading for pleasure and ensure the children have access to a wide variety of high quality texts for both adult-led and independent reading. We recognise the importance of nurturing a culture in which children take pride in their writing and we support them to develop the skills needed to write clearly and accurately. A focus on enhancing vocabulary and developing oral skills means that our children are able to adapt their language and style appropriately.

#### **Aims**

- To promote a positive attitude to reading, writing, speaking and listening
- To develop children's ability to become confident users of oral and written language
- To value language and literature from other countries and cultures
- To enable children to access to a broad, balanced and creative literacy curriculum
- To provide clear and consistent teaching throughout the school.
- To ensure that the English policy is accessible to all staff, Governors, parents and other interested parties.

#### **Objectives**

Pupils at St Anne's Primary School will leave at the end of Year 6 able to:

- read and write with confidence, fluency and understanding
- enjoy reading and to have a desire to read for enjoyment
- understand a range of text types and genres
- write in a variety of styles and forms appropriate to the situation
- use suitable technical vocabulary to express their thinking
- show their interest in words and their meanings
- develop a growing vocabulary in relation to grammatical terminology

## **Inclusion**

All children are given the opportunity to be included in every aspect of school life and in all areas of learning. Teaching and learning at St Anne's ensures that all children are set appropriate challenge in their learning. A broad range of teaching styles are implemented to cater for all learning needs and to overcome any barriers to learning that any child may experience.

## **Equal Opportunities**

We have high expectations for all children. Our aim is to ensure that all children have equal access to a rich and broad English curriculum and that they experience this curriculum in ways that are appropriate for their needs, regardless of gender, ethnicity, or any other determining factors. St Anne's actively promotes equal opportunities by tracking groups causing concern. We then make use of a suitable range of learning activities, teaching strategies, educational materials and ICT aids to meet the needs of individual learners.

## **Special Educational Needs**

When children are considered to need additional help, teachers go through a referral procedure consistent with the Code of Practice on the Identification and Assessment of Special Educational Needs. Parents are informed of any decisions made. Children with EHCPs or additional targets for learning are supported as instructed by their individual paperwork. Class teachers will decide how to best target their support in liaison with the SENCO.

## **Statutory Requirements**

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum in England: English Programmes of Study – Key Stages 1 and 2 (2014) and in the Communication and Language and Literacy sections of the Statutory Framework for the Early Years Foundation Stage (2017).

In Early Years 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 a language rich environment

At Key Stage 1, Years 1 and 2 children are given opportunities to:

- Learn to speak confidently and listen to what others have to say
- Learn to read and write independently and with enthusiasm
- Learn to use language to explore their own experiences and imaginary worlds

At Key Stage 2, Years 3, 4, 5 and 6 children are given opportunities to:

- Learn to change the way they speak and write to suit different situations, purposes and audiences
- Read range of fiction, non-fiction and poetic texts and respond to different layers of meaning
- Explore use of language in literary and non-literary texts and learn how the structure of language works (using grammatical terminology).

## **Subject Organisation and Implementation**

### **Early Years Foundation Stage (EYFS)**

Children in EYFS have daily phonics lessons. Phonics and early reading is taught using Floppy's Phonics (DfE approved) scheme. This is supported by the use of phonetically based reading books which are part of the Floppy's Phonics Scheme.

In EYFS children take home a book bag with three books – I read (phonetically matched to their ability), we read some challenge which is supported by the adult, you read (the adult reads to the child for enjoyment). They select their own choice of book which an adult is able to read to them.

In EYFS, children develop their communication, language and literacy skill using adult led and child initiated activities. Daily story times develop a love for books and storytelling. A range of texts are used in the daily mixed ability sessions to develop comprehension and cross curricular learning.

### **Key Stage 1 (KS1)**

Children in year 1 (and beyond for pupils who have not achieved competence in the required phases) continue to have daily phonics lessons. This continues to be taught using the Floppy's Phonics scheme. This is supported by the use of phonetically based reading books which are part of the Floppy's Phonics Scheme.

- Children in KS1 have daily mixed ability English lessons with an emphasis on high-quality published texts chosen to support class topics where appropriate. Children take part in both guided and individual reading sessions and have daily story times to develop a love for reading. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through intervention programmes (using Floppy's Phonics), differentiated class teaching and targeted teaching groups.
- From year 2, when the children demonstrate a thorough knowledge of phonics through Floppy's Phonics, No Nonsense Spelling is introduced for the teaching of spelling and this is used across all year groups up to year 6, though the children have access to further terminology and vocabulary to enhance the teaching of all curriculum areas and ensure the children's technical vocabulary is developed.

### **Key Stage 2 (KS2)**

In Key Stage 2, children have daily English lessons. Spelling and grammar skills are taught both discretely and embedded within English lessons. These sessions are based around a range of high-quality texts chosen to support class topics where appropriate. Literacy skills are developed across the curriculum. Provision is made for children who require extra support through targeted teaching; interventions through Floppy's Phonics, TA support, visual and practical aids and differentiated class teaching.

- No Nonsense Spelling is used for the teaching of spelling across all year groups up to year 6, though the children have access to further terminology and vocabulary to enhance the teaching of all curriculum areas and ensure the children's technical vocabulary is developed.

### **Further Support used in the Teaching of English**

- Literacy working walls in each class, promote key vocabulary, features of texts and support children to compose and record text at an age appropriate level. Pupils are encouraged use correct terminology to match the subject of their writing (ie in cross curricular writing use of technical vocabulary) and to be adventurous with vocabulary choices.
- Word banks and other visual supports are used where needed to support independent writing. Age appropriate thesauruses and dictionaries are easily accessible for pupils to use.
- Children who need further resources also have access to chrome-book, i-pads and laptops to support their learning across all subjects

### **Differentiation**

We recognise that there are children of differing ability in all classes at St Anne's Primary School and therefore provide learning opportunities for all children by matching appropriate challenge to the ability of the child. We use a range of strategies to achieve this. For example - differentiated group work, use of scaffolds, additional resources such as word banks and ICT resources plus the use of adults to support some children to move forward in their learning.

## **Speaking and Listening**

We recognise the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of reading and writing. Children are encouraged to develop effective communication skills in readiness for later life. Opportunities to develop these skills include: talk partners, storytelling, role-play, presentations and debating within lessons across the curriculum, class assemblies, School Council and Children Led Assemblies and school productions.

Children who require extra support in speaking and listening are referred to a Speech and Language therapist to further assess their needs. 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. All staff members are role models who promote Standard English and take care to sensitively correct children's misconceptions with language.

## **Approach to Reading**

IN EYFS and Year 1 we use the Floppy's Phonics programme to deliver daily discrete phonics lessons, enabling children to decode effectively. This continues into Year 2 where pupils have not yet achieved competence in all phases. Teachers model reading strategies during shared reading sessions, whilst children have the opportunity to develop their own reading strategies and to discuss texts in detail during guided reading times.

In EYFS pupils are given decodable books in line with the Floppy's Phonics Scheme. All children are regularly assessed to monitor progression in line with development in phonics.

In the Foundation Stage and year 1, children take home one book which is appropriate to their level of ability, a second book which is a supported read with an adult and a third book to be read to them by an adult for comprehension and enjoyment.

From EYFS up to Year 2, children have the opportunity to read 1:1 with an adult regularly, with particular foci on book talk and questioning to promote an in-depth understanding of the text. Questions progress from literal to inferential as the children move up through the school. Floppy's Phonics decodable books are used to support early readers.

## **Accelerated Reader**

In year 2 the school Accelerated Reader (AR) system is introduced as children become proficient in decoding. Children in year 2 and beyond who are on the Accelerated Reader system are Star Tested as part of the system and this gives the range of books that they choose from, supported by the adults in the classroom. The children then take quizzes attached to the books they have read. These books are also taken home for home reading daily.

In Key Stage 2, some children read a decodable books linked to Floppy's Phonics, if they require further support for phonics. All pupils in KS2 take home books to read for pleasure.

Each child in school has a personal learning journal in which to keep a log of their home and in school reading.

## **Role of Parents in Reading**

Parents are expected to encourage their children to read daily at home. Information is given on how to support their child in reading on the school website. As children progress through the school, they become more independent in recording what they have read in their reading journals. 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.

## **Approach to Writing**

The children's ability to produce well structured, clear and detailed writing which engages the reader is a priority at St Anne's Primary School. The formal structures of grammar, punctuation and spelling are embedded in the teaching of writing across the school. Our teaching of writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2014).

We base our teaching of writing on a 'three phase' approach:

**Phase One** – Pupils are encouraged to explore the text for enjoyment and to aid comprehension, identify elements of the text structure and to be made aware of success criteria and learning intentions which will be developed for writing in later phases. During the academic year, these model texts will span a variety of fiction (including poetry) and non-fiction text types.

**Phase Two** – Pupils collect and develop ideas and rehearse writing and grammatical skills linked directly to the text.

**Phase Three** – Pupils plan, draft, proofread, edit and present a text linked to the example text through shared, guided or independent work.

The individual phases in this approach may vary in length depending on the length and challenge of the fiction text being used.

### **Approach to Grammar**

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). Our progression expectations are outlined in the 'Progression of Skills in English' document. It details the expectations for the teaching of grammar which must be used by each year group.

Grammar skills are embedded within English lessons where appropriate to encourage the learning of skills in context and with a purpose. Additional discrete sessions may be necessary for some of the more complex concepts and for revision sessions in Year 6.

### **Approach to Spelling**

Spelling is taught as part of the Floppy's Phonics scheme in the early years until the children become proficient in decoding. No Nonsense Spelling is introduced to year 2 in the second half of the autumn term and each year group teaches through this system until the end of KS2. Non Nonsense Spelling works through spelling patterns and the statutory word list s for each year group.

### **Approach to Handwriting**

Our aim is for all pupils to develop a confident, fluent handwriting style by the end of Year 2. Handwriting will be explicitly taught up to that point with intervention sessions continuing for identified pupils into KS2 if necessary.

Individual letter formation is introduced with Floppy's Phonics in EYFS / Y1. The children in EYFS are supported to ensure they use the correct pencil grip – tripod grip.

Letter formation is reinforced and joins taught in Y2 using Nelson Handwriting scheme to support pupils in recognising how different groups of letters are joined. The aim is for pupils to be joining their letters neatly and consistently by the end of Y2.

Pupils in Y3 – Y6 Handwriting practice links to the No Nonsense Spelling work and reinforces spelling patterns and letter strings. This allows pupils a regular opportunity to 'polish' their handwriting style and gives teaching staff an opportunity to address and correct any bad habits that have developed.

### **Cross- Curricular Literacy Opportunities**

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. Extended writing is expected to be produced in foundation subjects and Science lessons in order to showcase the children's transferable literacy skills.

### **Mathematics**

Maths and English have clear links throughout St Anne's Primary School. Children in the EYFS develop an understanding of number, pattern, shape and space by talking about these areas with adults and

other children. Children in Early Years and KS1 experience stories and rhymes featuring counting and sequencing. Children in KS2 are encouraged to read and interpret problems in order to identify the mathematics involved. They communicate mathematically through the developing use of precise mathematical language. Mastery skills require children to reason and explain their understanding of mathematical concepts.

### **Computing**

The use of ICT supports children to use and apply their developing skills in English in a variety of ways. Children use ICT as a source of information and as a way of enabling them to present their completed work effectively. Children can use the internet to search for information about a text, a person or a subject of interest. We encourage children to use ICT as a resource for learning.

### **Personal, Social and Health Education (PSHE)**

Speaking and Listening is integral to PSHE. We encourage children to take part in class and group discussions on topical issues. Additionally, we encourage children to be open about their feelings and voice their worries; to solve their conflicts with friends.

### **Spiritual, Moral, Social and Cultural Development**

English proficiency enables children to give critical responses to moral questions. Their understanding and appreciation of a range of texts enables them to connect with literary heritage and texts from other cultures. The organisation of lessons allows children to work together and enables them to discuss their ideas. Older pupils experience debate sessions, where they are able to share and challenge views in a respectful environment.

### **Planning**

The National Curriculum (2014) informs our planning and is the basis for implementing the statutory requirements of the programme of study for English. In accordance with the planning procedures, English is planned both discretely and as a vehicle for learning in other areas e.g. the teaching of non-chronological reports for use in Topic lessons. Class teachers use the three phase teaching sequence on which to base their teaching.

### **Resources**

There are a range of resources to support the teaching of English across the school: all classrooms have dictionaries, thesauruses, tailor-made vocabulary mats and literacy-rich environments. EYFS and KS1 environments show fidelity to the Floppy's Phonics scheme. All classrooms have a clear, regularly-updated working wall for English on which the current focus is clear and supporting materials are displayed for pupils. All classrooms have reading corner with a selection of fiction / non-fiction texts.

### **Assessment, Target Setting and Record Keeping**

Teachers use ongoing formative and termly summative assessments to measure progress against the key objectives, and to help them plan for the next units of learning. These assessments are also used to evaluate progress against school and national targets. Teachers assess writing evidence against the National Curriculum objectives broken down into the Herts for Learning assessment criteria. In English books for every lesson, each child is given a Learning Intention in which the

objectives for the lesson are clearly defined. Children add these into their own books at the start of a new writing focus. At the end of each term, assessments of reading and writing are recorded onto Arbor. Children undertake the national tests at the end of Year 1, Year 2 and Year 6.

## **Marking**

Marking in English is live and undertaken with the pupil present during lessons to enable the children to respond immediately to advice given.

## **Evaluation and Monitoring**

The work of the Subject Leader involves supporting colleagues in the teaching of English, being informed about the current developments in the subject, and providing a strategic lead and direction for the subject in the school. Lesson observations and book analysis are carried out regularly using St Anne's Observation and analysis sheets.

## **Staff Development**

Staff development is undertaken in the following ways:

An individual identifying areas for development during Performance Management reviews (personal development).

In the School Improvement plan (whole school development).

In discussion with the Head Teacher.

By observation and feedback.

With a programme of personalised support where requested or agreed.

By whole school INSET.

By visits to local subject Advisor where available.

## **Excellence and Enjoyment in English**

- Excellence is celebrated with praise, stickers and displays of work, read or spoken presentations to the class or school and certificates of achievement.
- Book Week - Children are immersed in storytelling, book discussions, visiting readers and the opportunity to dress up as a book character and share their favourite books.
- Assemblies led by children
- Book corners in classrooms highlighting the joy of reading and showcasing book choices
- Texts are chosen by class teacher to read as a class book as a class book which each teacher reads each day

## **Role of Parents**

Parents are vital in the process of developing children's literacy skills by:

- influencing children's language before they come to school
- providing valuable support at home in helping children to become readers and writers
- offering an audience for children as they develop as speakers and listeners and readers and writers

We therefore encourage parents to play their full part in their children's education by:

- being involved the supporting their child with reading from the moment their child starts school following the school's scheme of Floppy's Phonics