

English Policy



*'Learning for life,
building a firm foundation'*

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At All Saints, we believe that our vision, '*Learning for life, building a firm foundation*', is important in terms of English because children need firm foundations on which to build in all aspects of their lives. Our curriculum enables children to communicate their ideas through speaking and listening and writing opportunities that have imaginative and purposeful links to the wider curriculum.

Additional Policies

This policy should be read alongside the Reading Policy, Handwriting and Presentation Policy, Assessment Policy, Marking Policy, EYFS Policy, SEND Policy and Homework Policy.

Curriculum Intent

Through the English curriculum and our practice, we aim to develop pupils' skills in reading, writing, speaking and listening will allow them to become confident individuals through developing their skills to their full potential.

In line with the National Curriculum (2014), our overall intent focuses on all pupils developing their ability to be able to:

- Be fluent readers and writers.
- Have a positive attitude towards books and reading, reading widely for pleasure and information.
- Enjoy writing in different contexts and for different purposes and audiences.
- Write clearly, accurately, and coherently, adapting language and style accordingly.
- Be curious and creative when it comes to reading and writing, for example by being interested in learning the meaning of new words.
- Have a wide vocabulary and understanding of punctuation and grammar.
- Feel confident speaking in class and be able to clearly explain their understanding and ideas.
- Listen carefully and sensitively to adults and their peers.

Curriculum Implementation

The structure of English teaching is based upon the English National Curriculum guidelines and covers all the learning objectives to ensure that a broad and

balanced English curriculum is taught to all pupils at All Saints. To ensure that there is adequate time for developing their reading, writing and grammar, punctuation and spelling skills, each class in EYFS, KS1 and KS2 has a dedicated literacy or English lesson each day, with a duration of approximately 60 minutes in KS1 and KS2. Opportunities for extra reading and extended writing are planned when appropriate.

Twinkl Phonics is taught throughout EYFS and KS1. Twinkl Phonics is also taught in lower KS2 to the whole class as required. All children throughout EYFS, KS1 and KS2 who are not at age-related expectations receive Twinkl Phonics interventions based on assessments in small, focussed groups.

Reading lessons based on Twinkl reading scheme in Reception and KS1 and age appropriate texts in KS2 are also planned at least four times a week and are separate to the English lesson (see the Reading Policy).

The English skills that the children develop are utilised and supported in every area of the curriculum and can be directly linked with other subjects. For example, diary writing within English may be developed within a history topic and instructional writing could be linked to work completed in science.

Approach 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. Our approach to teaching writing covers the 'transcription' and 'composition' requirements of The National Curriculum (2013). To do this, engaging texts, images and videos are used to stimulate the imagination and ensure that children are exposed to appropriate materials representing different aspects of life and culture.

Teachers model writing strategies and the use of phonics and spelling strategies in shared writing sessions. Each lesson includes a discrete lesson on grammar and punctuation, which may be directly linked or revise a previously taught grammar and punctuation skill, before the main input for the English lesson. 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 at regular points throughout the week. 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.

We use a cursive Letter-join handwriting scheme throughout the KS1 and KS2 and writing aids are provided to those pupils whose fine motor skills need supporting. Children in EYFS are taught to form letters correctly without joins.

Phonics and Spelling

To be able to spell correctly is an essential life skill. When spelling become automatic, pupils can concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In EYFS and Key Stage One, we use the Twinkl Phonics programme to deliver our phonics teaching. This will eventually progress into Key Stage Two to support pupils who have yet to grasp the various sounds and spelling patterns. Phonics is taught daily for 30 minutes across EYFS and Key Stage One through whole class teaching. Whole class lessons are supplemented through small group practice, one to one support and extension activities to enable all children in our school to be equipped with the necessary concepts, skills and knowledge to become independent in reading, writing and spelling.

Through the teaching of systematic phonics, our aim is for children to become confident, accurate and independent readers and spellers by the end of Key Stage One. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1. We teach children to use their growing understanding of the morphology and etymology of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle unknown words) is the key to helping them to become successful spellers. Spelling skills are taught each week and are also embedded in English lessons so that strategies and rules can be taught in the context of writing. When marking children's work, we do not correct all spelling errors, instead we focus on high frequency words, topic words and those studied in spelling sessions. The teaching and development of spelling will be encouraged as part of the home-school partnership and weekly spellings will be sent home to practise, in readiness for an informal test in school. Children will be given words according to their developmental needs, so the amount and level of difficulty may vary.

Spelling strategies:

- All classes have discrete structured spelling lessons each week.
- The 'Look, Say, Cover, Write and Check' approach to learning the spelling of words will be taught and encouraged however, this approach alone will not be suitable for every pupil.
- Children will be taught to look for common letter strings, patterns in words and spelling rules.
- Where possible, children are encouraged to identify their own spelling errors and edit accordingly and check spellings.
- Sounding out words phonemically and breaking them down into syllables is another strategy for pupils to be aware of.
- Drawing on analogies to known words, roots, derivations, word families, morphology and familiar spelling patterns creates a fascination into the English language.
- Identifying words which pose a particular challenge are identified and pupils learn them by using mnemonics and memorising critical features.
- The effective use of a dictionary is taught to find words beyond the initial letter and the use of a thesaurus is taught and encouraged to expand their vocabulary awareness and choice.

Curriculum Impact

- The impact of our English curriculum will mean that children believe they can achieve in English and enjoy their learning. They will be able to see where reading and writing can be applied across the curriculum and in their daily lives now and into the future.
- Regular and ongoing assessment in all year groups informs teaching, as well as intervention, to support and enable the success of each child. Assessment for learning is integral to the daily teaching of English where teachers assess learning in lessons through careful observation, listening to the children, engaging them in discussions about work, asking open-ended questions and checking for understanding. Summative pupil attainment is recorded each term using Sonar software, informed by ongoing assessments of progress. Termly Pupil Progress Meetings provide opportunities for teachers to discuss the progress of individual children in more depth with the Senior Leadership Team (SLT).

Assessment

Throughout the English lessons and in other lessons throughout the curriculum opportunities for formative assessment will occur. Teachers will use these ongoing daily assessments to support the teaching for children. Feedback will clearly explain to pupils what they're doing well, and what they need to do next to continue to improve their work. All feedback will be in line with the marking Policy.

In Early Years, Key Stage 1, Year 3 and for children with specific phonic needs in Years 4, 5 and 6, phonics records will be used to identify children's progress and those children who may need additional support.

Testbase Merit termly summative assessments will be used in Years 2,3,4,5 and 6 as a diagnostic tool for next steps for all children and in particular those requiring further intervention.

In school moderation provides opportunities for teachers to share and discuss children's work and confirm judgements.

The school's assessment system (Sonar) enables teachers to monitor progress, identify next steps in teaching and learning, and identify any children needing additional support.

Statutory assessments are undertaken at the end of Reception (Early Learning Goals), Year 1 (Phonic Screen), Year 2 (Phonic Screen retakes) and Year 6 Reading, Grammar, Punctuation and Spelling tests (SATs).

Cross-curricular links

We will facilitate cross-curricular learning of reading, writing, and speaking and listening skills, making sure that the links with other curriculums are natural and not forced. This will be achieved through activities in other subjects such as:

- Annotating sources.
- Group discussions.
- Comprehension.
- Topic research.

Inclusion

We will provide suitable differentiation to make sure that every pupil makes maximum progress in English and literacy, by:

- Recognising where some pupils need specific help with their English skills, e.g. if they are dyslexic.

- Providing resources such as phonics mats and writing frames to scaffold pupils' learning.
- Identifying pupils who would benefit from more support in an area of their English learning, and running small intervention groups for targeted support each week to aid their progress and attainment. We will monitor these closely to move pupils in and out of these groups as needed.

Roles and responsibilities

Headteacher

The headteacher is responsible for:

- Building a team of expert teachers who know and understand the processes that underpin learning to read and write.
- Providing teachers with the appropriate training and resources so that they can competently deliver the English curriculum.

English subject leader

The English and literacy subject lead is responsible for providing leadership and management for English and literacy to secure:

- High-quality teaching and subject knowledge of staff.
- Support teachers to develop a coherently planned and sequenced English curriculum.
- Consistent assessment and accurate teacher judgements within English and literacy.
- Effective use of resources.
- Analyse data across the whole school to identify strengths and weaknesses in outcomes; planning for improvement accordingly.

Teachers

Teachers are responsible for:

- Planning effective English and literacy lessons that cover a range of reading and writing genres.
- Assessing the learning of all children and identifying the next steps in their learning.
- Providing appropriate feedback and marking.
- Providing opportunities for pupils to apply their English and literacy skills in a variety of ways.
- Providing a stimulating and well-resourced learning environment.
- Making sure that support staff have access to planning materials, resources and the knowledge and skills they need to support and challenge children appropriately.

Monitoring

We will monitor teaching and learning of English and literacy in our school to make sure that all our pupils make the best possible progress from their starting points.

Senior leadership and the English leader will monitor and evaluate the impact of teaching on pupils' learning through:

- Lesson observations.
- Conducting learning walks.
- Reviewing marking and feedback.
- Termly pupil progress meetings.
- Pupil discussions.
- Book scrutinies.

Parents as Partners

Research has also repeatedly shown that parental involvement in their child's schooling is a more powerful force than other family background variables, such as social class, family size and level of parental education. We recognise and value the important role parents play in education as they know their child best. Consequently, we encourage parents to engage in an active partnership with the school.

All children from reception through to Year 6, will take home two books (this may include an online text linked to the Twinkl Phonics scheme or through Purple Mash and a reading for pleasure book a week). The books may be a short story, longer novel, nonfiction text, poem, or rhyme. All children are expected to read daily, and the reading diary should be completed by an adult for children in Reception to Year 6. In Key Stage 2, children may have an online reading journal (on Purple Mash) which they should also complete.

The children then take these books home for the week to read. They must be in school every day for 1:1 reading as children in Early Years and Key Stage 1 will share their books with an adult during the week. All staff have a rota so that every child is heard reading individually at least once a week (either the home reading book or an appropriate book in class).

Children will also have weekly spellings to practice and additional English homework as they progress through the school.

