

English Policy

Reviewed: September 2023
Next Review: September 2024

St George's Church of England Primary School



Bringing **faith** and **education** together

Reviewed by Miss L Dennis, English Subject Lead

Purpose of Policy

English is a core subject in the National Curriculum. This policy will outline the purpose, nature and management of how English is taught and learned in our school and will inform new teachers of expectations. St George's CEP follows the National Curriculum guidance. All staff are fully aware of their role in its implementation; staff have access to the policy on the school's server via the teacher's drive.

Overall Aims and Outcomes

At St George's Church of England Primary School, we believe these principles underpin good teaching and learning in the English curriculum:

- developing spoken language skills through good modelling of oracy, drama and a range of spoken opportunities to broaden language acquisition;
- writing through different contexts and for a range of purpose and audiences to develop creativity, personal writing style and enjoyment of writing;
- planning, drafting, editing work to ensure high quality outcomes;
- an awareness of clear communication through the use of grammar, punctuation, spelling and neat legible handwriting;
- reading and listening to a varied selection of texts to develop a positive attitude towards reading, so that reading becomes a pleasurable activity;
- reading to gather information and support understanding of cross-curricular subjects as well as the wider world.

English and the Primary Curriculum

The National Curriculum (2014) clearly states that teaching the English language is an essential, if not the most important, role of a primary school.

The English programme of study is based on four areas;

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

The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

The National curriculum gives detailed guidance of what should be taught at each key stage under the following headings:

- Spoken language
- Reading
 - Word reading
 - Comprehension
- Writing
 - Transcription
- Spelling
- Handwriting and presentation
- Composition
- Grammar and punctuation

At St George's CEP, we believe it is important to create independent, enthusiastic and confident writers who can have access to all of the required expectations.

Planning

Teachers use long-term planning and medium-term plans provided by the Literacy Leader to inform their planning. This outlines the focus text for the half term, alongside objectives taken from the National Curriculum. Teachers then create weekly, short-term planning which details lesson objectives and the differentiated activities, including support,

where appropriate. This is followed through with teacher assessment against the learning outcomes. Planning will vary slightly for each class, so that it is designed for the individuals in mind. The Rosenshein structure is heavily embedded in our planning and teaching.

All teachers have high expectations in the presentation of work in all areas of the curriculum. Handwriting plays an important part of English and is taught using 'Little Wandle Letter Formation' and cursive writing. When children have reached a good standard of handwriting in all areas of their work, they receive a handwriting pen from their class teacher. (See Handwriting Policy)

English is taught both discretely and integrated throughout the curriculum. Topic based lessons can also be taught alongside English. English is timetabled for 7.5 hours per week; additional work may be covered in cross-curricular topic-based lessons.

Speaking and Listening

Speaking, Listening, Group Discussion, Interaction, and Drama support a number of areas in the 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. Speaking and listening objectives are built into lessons each week.

Informal Activities to Promote Speaking and Listening

- Involvement in extracurricular clubs
- Shared play (work) areas
- Reading, English and maths games
- Shared reading of information texts, atlases, etc.
- Interactive displays

Structured Activities to Promote Speaking and Listening

- Drama activities
- Circle time
- Oral dictations
- Shared and guided reading
- Telling or reading a story to/with a class
- Class debates
- Speeches and persuasive arguments/discussions
- Play scripts
- School productions and assemblies
- Partner talk

READING

Reading lessons occur daily outside the English session. Here, pupils have the opportunity to learn and apply vital reading skills. Teachers plan reading lessons using the long-term and medium-term plans provided by the Literacy Leader. Class reading texts have been chosen based on the current cohort, considering what areas our pupils require further information about/ support with. They also are chosen based on academic needs such as providing pupils with opportunities to extend their vocabulary and explore different authors, analysing what makes them effective/ successful.

Once a term, on the last Friday of term, this is in the form of a 'buddy system'. Each class is paired with another from across the school. Pupils are paired with other children from their allocated classes e.g. a year three child will read with a year five child. Pupils will alternate reading their books during this time. As well as these, we incorporate 'Pleasure for Reading' daily through various times throughout the day. We feel that this is an important and fundamental part of the school day.

Reading is taught through a range of shared reading, reading skills, independent reading, wider reading of class novels and daily phonics lessons. Phonics sessions follow the Little Wandle Letters and Sound scheme integrating from Foundation stage up to Year 2, with support continuing for those that need it in Key Stage 2. *See additional Phonics Policy 2023-2024*

For group reading, texts are chosen according to ability and are differentiated accordingly by the class teachers. The National Curriculum is used to inform the delivery of reading objectives. The use of *Literacy Shed's VIPERS* (Vocabulary, Inference, Prediction, Explanation, Retrieve and Sequence) question stems for texts also support the teaching of Reading Comprehension from KS1 (Big Cats) throughout to UKS2.

Children are expected to read at home with an adult daily, which is monitored by class teachers and teaching assistants through reading records. Children in UKS2 can record their independent reading at home in their reading records, which then is monitored by class teachers and teaching assistants. Children and parents can also access reading resources, including suggested reading lists, and support for reading at home through the school website on class dojo.

The Reading Corner

Every classroom must have an environment that promotes reading. Every classroom has a book corner, which is used by the children. The reading corner needs to be themed and organised by the children. This ownership will give children awareness of the different books available in their classroom. To ensure different books are easy to find, book shelves should be labelled and sorted according to ability levels or different genres/authors as well as the different level of challenge for each book. It is imperative that each reading corner contains age-appropriate books, alongside books aimed to challenge pupils. The display can also be a working wall, showing work in line with children's reading e.g., book reviews or work they have completed during guided reading sessions. This part of the display should be a working progress and show progression in standards across the school. The books within the book corner should also reflect this progression. There also needs to be a wide range of books available for the children.

Other optional methods for promoting reading

- Fiction / non-fiction book of the week
- Book reviews – oral or written
- Favourite authors / author visits
- Books on tape at listening stations
- Library visits
- Class books of children's work

WRITING

Writing is taught through a range of Phonics and spelling, shared writing, guided writing, independent writing, extended writing and handwriting (*see Handwriting Policy 2023-24*). Each term a range of fiction, non-fiction and poetry is covered in every class.

Children should be given opportunities to write and the links between reading and writing should be made explicit. Children should be made aware of the importance of the writing process. This includes:

- Identifying the text type
- Identifying key features
- Plan writing
- Draft writing
- Modify and edit writing
- Publish writing

Early Years Foundation Stage Expectations

At the end of the Reception year, pupils reaching the expected level of development will be able to:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Year Group Expectations According to the National Curriculum

Key Stage 1 – Years 1 and 2

Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because pupils need to encode the sounds they hear in words (spelling skills), develop the physical skills needed for handwriting, and learn how to organise their ideas in writing. At the beginning of Year 2 pupils should be able to compose individual sentences orally and write them down, they should be able to correctly spell many of the words covered in Year 1 and make phonically plausible attempts to spell words they have not yet learned. Finally, they should be able to form most letters correctly, so establishing good handwriting habits from the beginning.

Lower Key Stage 2 Expectations (Years 3 and 4)

Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology. They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.

In years 3 and 4, pupils should become more familiar with and confident in using language in a greater variety of situations, for a variety of audiences and purposes, including through drama, formal presentations and debate.

Upper Key Stage 2 (Years 5 and 6)

Pupils should be able to write down their ideas quickly. Their grammar and punctuation should be broadly accurate. Pupils' spelling of most words taught so far should be accurate and they should be able to spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension. As in years 3 and 4, pupils should be taught to enhance the effectiveness of their writing as well as their competence.

By the end of year 6, pupils' writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. They should be able to reflect their understanding of the audience and purpose of their writing by selecting appropriate vocabulary and grammar. Teachers should prepare pupils for secondary education by ensuring that they can consciously control sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Specific requirements for pupils to discuss what they are learning and to develop their wider skills in spoken language form part of this programme of study. In years 5 and 6, pupils' confidence, enjoyment and mastery of language should be extended through public speaking, performance and debate.

CROSS-CURRICULAR LITERACY OPPORTUNITIES

Teachers can seek to take advantage of opportunities to make cross-curricular links with their learning journey planning. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum.

PUNCTUATION AND GRAMMAR

The 'Kent Grammar Planners' for EYFS-Year 6 will be followed for continuity of teaching throughout the school, which aims to recap and build on previous learned knowledge as well as extending to new knowledge. Teachers may also dip in and out of other resources to support their teaching of grammar.

All teachers track progression of SPAG on a termly basis, which can be found on the school system and is analysed by the subject manager (LD) at the end of every term.

SPELLING

The 'Kent Spelling Planners' for Year 1-Year 6 will be followed for continuity of teaching throughout the school, which aims to recap and build on previous learned knowledge as well as extending to new knowledge.

Weekly spellings are assigned to children from Year 1 – Year 6 and are tested on a weekly basis. These are available on class pages on the school website and class dojo. Weekly spelling tests follow the relevant spelling patterns outlined in the Kent Spelling Planners.

Each term children will be tested on 10* of their 50** key word spellings for their year group at the end of the academic year and scores recorded onto a central bank where they are analysed by the subject manager (LD). In term 6 class teachers can give the opportunity to revise previously learned key word spellings that need further consolidation.

** At the teacher's discretion this number may change due to some year groups having more than 50 words*

*** Please note that Year 1 have 45 key words and Year 2 have 64 key words for learning but Years 3-6 have 50*

ASSESSMENT, MARKING AND TARGET SETTING

Work will be assessed in line with the Assessment Policy and marked in accordance with the Marking Policy.

Reading, Writing and Spoken Language are assessed through on-going formative assessment tracking year group objectives at the nationally expected standard which informs group and individual targets. Formative assessment and evaluation of daily objectives on class teacher's weekly planning informs future planning and daily targets.

Reporting to parents happens twice throughout the year during parent consultation sessions where the school and home targets are set and agreed, and annually through a written end of year report.

HOMEWORK

Weekly spellings and daily reading forms part of the homework expectations across the school from Year 1 – Year 6. Additional tasks may be set at the class teacher's discretion to enhance and enrich the learning journey of each child through tasks being sent home in homework folders (including handwriting, reading comprehensions etc.) and can also be assigned and monitored on Purple Mash.

Children and parents can also access reading and writing resources at home through the school website

THE USE OF COMPUTING

Opportunities to use computing to support teaching and learning in English will be planned for and used as appropriate. Children have access to interactive whiteboards in each classroom and are able to work in our computing suite, using a range of hardware and software to support learning as well as use of shared laptops and ipads. Purple Mash may also be used to support children with communication and writing difficulties as well as part of whole class teaching where appropriate.

INCLUSION

At St George's we understand the need to recognise and identify the aspects of language and language use which occur, or encourage effective learning, across all studies, topics or subjects. This is a key component of the English lesson. Language necessarily makes a key contribution to cross curricular elements in the development of key concepts, skills, values and attitudes.

Children of all ethnic groups, both genders and all abilities have equal access to the English curriculum. Positive images in terms of such groups are promoted throughout the school, both in the use of language and in the provision of resources.

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment.

ROLE OF SUBJECT LEADER

The Subject Leader should be responsible for improving the standards of teaching and learning in English through: Monitoring and evaluating English:

- pupil progress
- provision of English (including Intervention and Support programmes)
- the quality of the Learning Environment;
- the deployment and provision of support staff
- 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

BUDGET

English funding will be within the school budget plan for each financial year and will include the library area. Annual key stage meetings will review the needs of English. Resourcing, personal development and training needs will be discussed.

HEALTH AND SAFETY

Guidelines in the health and safety policy will apply with regard to use Computing, all school-based activities and out of school activities relating to English.

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision.
This policy will be reviewed every year or in the light of changes to legal requirements.

This policy may also be read in conjunction with the following policies:

Handwriting Policy

Marking Policy

Assessment Policy

Phonics Policy