

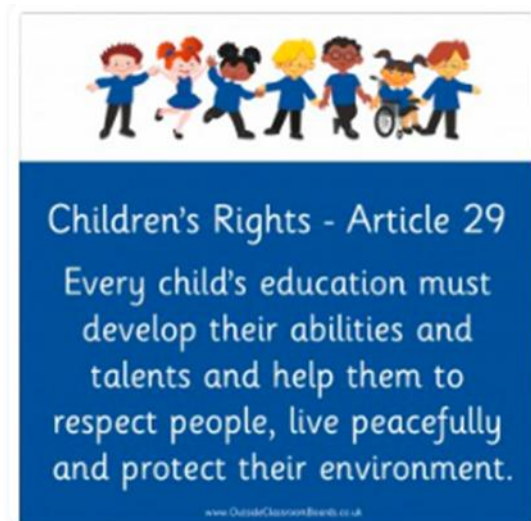
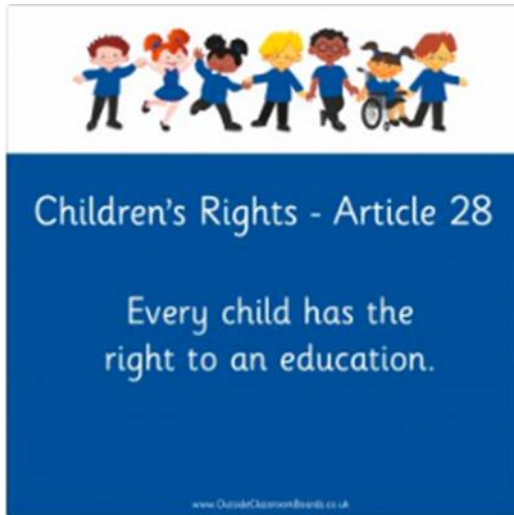
**ST. PAUL'S
CHURCH OF ENGLAND
PRIMARY SCHOOL**



'Encourage one another and build each other up.'

1 Thessalonians 5:11

English Policy November 2024



ENGLISH POLICY

This policy describes our best practice in the teaching of English: reading, writing, spelling, grammar, punctuation and oracy. We have a separate phonics policy.

The policy is defined by current national guidance on best practice, in-service training including consultations with our local authority consultations in English, staff discussion and professional judgement.

Intent

Our approach to the teaching of English is multi-faceted, incorporating oracy, drama, real contexts and high-quality literature. Our priority at St Paul's is to create fluent readers and writers with all the skills and knowledge they need to be confidently literate in life.

We strive to ensure all children leave St Paul's with a life-long reading habit and a love of books because as evidence shows, reading will improve their vocabulary, inspire them creatively and improve their ability to write well. We provide a high-quality English curriculum which cultivates a passion and enthusiasm for reading, writing and exploring and experimenting with a range of literature.

Pupils will be given opportunities to interrelate the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught English skills.

At St Paul's Church of England school, we strive for children to be a 'Primary Literate Pupil'

By the age of eleven we aim for a child to be able to:

- read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- have an interest in books and read for enjoyment

- have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- understand a range of text types and genres - be able to write in a variety of styles and forms appropriate to the situation.
- be developing the powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their responses.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) and in the Communication, Language and English section of the Curriculum Guidance for the Foundation Stage (2013).

EYFS (Reception)

English in the Early Years is based upon the Prime Area of Communication and Language, and the Specific Area of Literacy. These areas depend on learning, and being competent, in a number of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them.

This area of learning includes communication, speaking and listening in different situations and for different purposes, being read a wide range of books and reading simple texts and writing for a variety of purposes. To give all children the best opportunities for effective development and learning English within the Early Years Curriculum, teachers give particular attention to:

- Providing opportunities for children to communicate thoughts, ideas and feelings and build up relationships with adults and each other.
- Incorporating communication, language and literacy development in planned activities in each area of learning.
 - Giving opportunities to share and enjoy a wide range of rhymes, music, songs, poetry, stories and non-fiction books.
 - Giving opportunities for linking language with physical movement in action songs and rhymes, role play and practical experiences.
- Planning an environment that reflects the importance of language through signs, notices and books.
- Providing opportunities for children to see adults writing and for children to experiment with writing for themselves through making marks, personal writing symbols and conventional script.
- Providing time and opportunities to develop spoken language through conversations between children and adults, both one-to-one and in small groups, with particular awareness of, and sensitivity to, the needs of children for whom English is an additional language, using their home language when appropriate.

In Key Stage 1 - children should learn to speak confidently and listen to what others have to say. They should begin to read and write independently and with enthusiasm. They should use language to explore their own experiences and imaginary worlds.

In Key Stage 2 - children should learn to change the way they speak and write to suit different situations, purposes and audiences. They should read a range of texts and

respond to different layers of meaning in them. They should explore the use of language in literary and non-literary texts and learn how the structure of language works.

Implementation

The English Curriculum is delivered using the Lancashire Learning Key Skills (KLIPS) and Lancashire's Learning and Progression (LAPS) document in reading, writing and speaking and listening (which is written by Lancashire County Council consultants using the statutory requirements from the National Curriculum 2013) as well as the National Curriculum. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum. Pupil provision is related to attainment as well as ensuring it is age and stage appropriate.

English is taught in classes and teachers are supported by teaching assistants or a HLTA. There is no requirement to sit children according to their ability however this will depend on the learning task. Opportunities for children to learn in mixed ability groups should be planned for to allow children to higher level language and thinking and also strives to ensure high expectations for all.

Children with additional needs should be carefully planned for and targeted intervention should be in place to ensure personalised learning for all.

Lessons are planned following the school's long term plan which ensures an even coverage of fiction, non-fiction and poetry units. A great emphasis is placed on cross curricular writing and the units are planned with this in mind.

Spelling, punctuation and grammar are taught within the English lessons- both discreetly and incorporated into all lessons.

APPROACHES TO SPEAKING AND LISTENING

At St Paul's, we believe that language provides the foundation of thinking and learning and so ensure that all classrooms are language rich, with children engaged in high-quality dialogue. We create structured opportunities for meaningful conversations, discussion and talk around learning. Questioning forms the basis of all our subjects and teaching and we strongly encourage and promote children to be inquisitive and to share their thoughts confidently in a supportive environment.

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.

Skills covered are taken from the Lancashire Key Learning Skills in Speaking and Listening document and the National Curriculum and are fed into daily teaching. Children are encouraged to develop their speaking and listening skills in all areas of school life by all staff through activities such as;

- class discussions/debates

- leading worships
- asking questions about their learning when staff meet them on the corridor
- presentations
- collaborative work and feeding back following group work
- drama activities
- use of sentence stems
- whole class guided reading sessions- book talk
- questioning across the curriculum
- listening to and participating in stories, poems, rhymes and songs

APPROACHES TO READING

Our priority is both the teaching of reading skills and the enjoyment of literature, enabling children to become lifelong, confident readers.

Children are expected to read every night at home, as per our homework policy. For children who are working at Phase 5 or below in phonics, they will receive a fully decodable book linked to their phonics learning that week.

Children who have secured phase 5 phonics, or children in Key Stage 2, will receive a book from our coloured book band scheme to read each week. Children who are capable and confident readers, may be placed on our Free Readers scheme, where they can choose a book from the class or school library or a book from home. All reading is monitored at least weekly, including Free Readers, through reading records. If children have not read at least three times at home, additional time is provided within the school day for these children to read- either with an adult or independently.

What does reading look like at St Paul's?

The teaching of reading in EYFS; (Reception)

- Daily phonics teaching. Some children may also receive additional phonics sessions
- Weekly guided reading sessions- a swift start
- After the children have settled into school, at the soonest opportunity, children will be sent home with a fully decodable reading book linked to their phonics learning
- Phonics packs/activities are sent home as part of the children's homework
- 1:1 reading with an adult at least once a week. This is then recorded in the child's reading record. Some children may have additional 1:1 reading time
- Shared reading
- Dedicated whole class book time at the end of every day
- Use of images to promote children's vocabulary and retrieval and inference skills
- Access to the school library every week where children can take a book home to enjoy with their family
- Attractive and inviting reading areas in class

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- Displays with texts for children to read
- Role play/provision areas to be set up with key words for children to read
- 'Seeds and Gardeners' takes place in Reception and Year 6 where children are reading role models and listen to younger children read
- Daily access to poems and nursery rhymes

The teaching of reading in KS1; (Year 1 and 2)

- Children are exposed to high quality literature in all subjects
- Reading has a strong emphasis in all subjects. Topic related books are purchased for children to have in the classrooms
- Daily phonics teaching. Some children may also receive additional phonics sessions
- Weekly guided reading sessions
- Children will be sent home with a reading book from the reading book band or a fully decodable book if children are working at Phase 5 or below. Children who have secured Phase 5 will receive a book from our coloured book band
- Phonics packs/activities may be sent home as part of the children's homework
- Lesson planning will follow the reading to writing process with an emphasis on high quality reading and text analysis to be catered for including a range of active reading strategies
- 1:1 reading with an adult at least once a week, where able. This is then recorded in the child's reading record
- Priority readers to take place for children who are in the bottom 20% for attainment or for children who do not have the opportunity to read at home. This will occur three times a week
- Shared reading
- Dedicated whole class book time at the end of every day
- Use of images to promote children's vocabulary and retrieval and inference skills
- Word of the Week (to widen children's vocabulary)
- Access to the school library every week where children can take a book home to enjoy with their family
- Attractive and inviting reading areas in class
- Displays with texts for children to read
- Role play/provision areas to be set up with key words for children to read
- Displays including working walls will contain key vocabulary related to that subject
- Children will have access to dictionaries and thesaurus

The teaching of reading in KS2; (Years 3-6)

- Children are exposed to high quality literature in all subjects
- Reading has a strong emphasis in all subjects. Topic related books are purchased for children to have in the classrooms

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- Some children may receive additional phonics sessions as part of their Individual Education plan or through targeted support (for example Bounce Back Phonics)
- Weekly guided reading sessions (further information below)
- Children will receive a reading book from our coloured book band. Confident and capable readers will become part of our Free Reading Scheme
- Lesson planning will follow the reading to writing process with an emphasis on high quality reading and text analysis to be catered for including a range of active reading strategies
- Children are provided with a Spelling Shed log in and password to access at home as part of their weekly homework
- Priority readers to take place three times a week for children who are in the bottom 20% for attainment or for children who do not have the opportunity to read at home
- Shared reading
- Dedicated whole class book time at the end of every day
- Use of images to promote children's vocabulary and retrieval and inference skills
- Word of the week to widen children's vocabulary
- Access to the school library every week where children can take a book home to enjoy with their family
- Attractive and inviting reading areas in class
- Displays with texts for children to read
- Displays including working walls will contain key vocabulary related to that subject
- Children will have access to dictionaries and thesaurus
- 'Seeds and Gardeners' takes place in Reception and Year 6 where children are reading role models and listen to younger children read
- Lexia/IDL for identified children to take place 3 times a week
- Toe by Toe to be delivered as an intensive intervention for identified children

Developing a love of reading

To ensure children leave us with a life-long reading habit and a love of books, reading for pleasure is prioritised across school and books are central in our classrooms and teaching

- Whole school reading challenge
- Weekly class library sessions
- Attractive and inviting book corners in each classroom
- Authors and story tellers are invited into school including poets
- Dedicated whole class reading time at the end of the day
- Book swap stations located across school
- Rich and varied opportunities are provided for across the curriculum: topic books, news articles via Picture News, magazines etc
- School book fairs
- Sharing local library reading competitions
- Celebration of book events such as 'World Book Day'

Guided Reading

EYFS (Reception)

Guided Reading in EYFS takes place once a week following the traditional reading carousel. Sessions are delivered 1:6 using books from the guided reading book band. As well as this, whole class shared reading sessions are delivered weekly through the use of images to encourage comprehension and speaking and listening skills.

Key Stage One (Year 1 and 2)

Guided Reading in KS1 takes place once a week following the traditional reading carousel. Sessions are delivered 1:6 using books from the guided reading book band. As well as this, whole class shared reading sessions are delivered weekly through the use of images to encourage comprehension and speaking and listening skills.

Some children may receive additional guided reading sessions.

Key Stage Two (Years 3-6)

Guided reading in Key Stage Two is delivered through whole class guided reading sessions. All children, regardless of abilities, participate in the sessions to allow exposure to high level vocabulary and high quality texts.

Additional guided reading sessions should be planned for in a smaller groups for SEND children or for children in the bottom 20% for attainment.

Whole class reading sessions can be planned for 3 20 minute sessions and cover a range of active reading strategies.

Comprehension tasks and individual reading tasks should take at least once a week to develop and improve children's retrieval and inference skills.

Children should be exposed to a wide range of high quality texts covering a range of genres. Children should be accessing books which they would not normally read at home. These texts should be rich in vocabulary.

APPROACHES TO WRITING

At St Paul's, we strive to create an environment that will promote both reading and writing. In order to ensure that all pupils learn to be confident writers we encourage children to write creatively whilst teaching key writing skills explicitly and systematically.

- Using the Lancashire Key Learning/Learning and Progression/National Curriculum documents in writing focussing on skills in vocabulary, composition, grammar, punctuation, spelling and handwriting.
- Allowing plentiful opportunities to develop oracy skills

- Ensuring children are fully immersed in the text/text type before moving onto the writing phase
- Providing a wide range of contexts for writing throughout the curriculum with a strong emphasis on cross curricular writing and writing for real life purposes.
- Teaching focussed spelling strategies and grammar across KS1 and KS2
- Encouraging and promoting a process of planning, drafting and redrafting, edit and improve.
- Use of ICT to present work in a variety of forms.
- Opportunities for shared, guided, modelled and collaborative writing.
- Visual and Kinaesthetic stimuli to prompt writing.
- Allowing editing time for children to respond to marking feedback and make improvements through high quality editing
- Use of Role Play across both key stages where appropriate.
- Use of ICT resources such as Interactive Whiteboards/ Video clips.
- Use of Drama and strong emphasis on Speaking and Listening activities.
- High expectations for handwriting throughout school (using a cursive approach- see separate policy) This is taught progressively across school using LetterJoin
- Examples of writing are celebrated and displayed across school
- Genres are chosen to match the expectations from the National Curriculum and build on prior learning
- Throughout units of work, children should be provided with plenty of opportunities to develop their writing skills through short and short/long writing opportunities
- At the end of a unit of work, children will write their own outcome which will be supported by the teacher through modelling. This is known as Outcome One.
- Shortly after the end of the unit, children should be given the opportunity to write an independent piece of writing of the same genre (e.g another information text or fantasy story). This should not be modelled by the teacher. This is known as Outcome Two.
- The children should then be provided with the opportunity to write another text of the same genre through their cross curricular writing. This should not be modelled by the teacher. This is known as Outcome Three.

APPROACHES TO SPELLING

Spelling skills should be taught weekly following the Spelling Shed scheme. This is additional to the spelling skills to be covered using the Lancashire Key Learning documents. The length of time spent teaching spelling skills each week is dependent on the skills to be covered. Spelling should be taught in a variety of interesting and fun ways using a range of resources.

Children should have access to a dictionary in every lesson and the spelling lists for their year group should be stuck in their English book and be visible in the classroom for reference.

Spelling homework should be given every other week from year one. Please see the homework policy for more details.

Interventions should be delivered for children who are meeting age related expectations such as AcceleRead, AcceleWrite/Lexia, Toe by Toe, IDL.

Resources

Classrooms must be well resourced to help children become independent learners. Dictionaries and thesaurus should be available in all Key Stage One and Two classes. Children should have access to spelling lists in the front of their books and on displays.

Children should also have access to other learning resources specific to their needs such as letter formation mats, phonics mats etc.

Every child should have access to writing materials such as pencils/pens and purple editing pens.

CROSS-CURRICULAR ENGLISH OPPORTUNITIES

Teachers throughout the school strive to make cross-curricular links in all subjects using the Key Learning Document/National Curriculum to ensure skills are being covered. They will plan for pupils to practise and apply the skills, knowledge and understanding acquired through English lessons to other areas of the curriculum. Teachers map out cross-curricular writing opportunities at the beginning of every term using the Lancashire Planning circles to ensure a wide coverage.

THE USE OF ICT

Opportunities to use ICT to support teaching and learning in English will be planned for and used as appropriate. This is the responsibility of the Class teachers.

The use of Ipads, laptops and kindles should be planned into lessons where appropriate.

ASSESSMENT

Work will be assessed in line with the Assessment Policy using the KLIPS (Key Learning Indicators of Performance) documents for reading and writing. Teaching staff will use INSIGHT to assess learning and mark the key learning statements which have been achieved that term. Children will then be provided with an age-related score.

Children who are not meeting expectations may be assessed using PIVATS after a discussion with the SENCO.

Any independent pieces within the English book and other subjects books (i.e. any writing which has not been modelled by the teacher) should be recorded with an independent writing stamp.

Where children have completed independent pieces of writing in other subjects, this should be marked with a 'independent writing' stamp. This can then be used to assess children's writing abilities.

Marking should be carried out in line with the marking policy.

INCLUSION

We aim to provide for all children so that they achieve as highly as they can in English according to their individual abilities.. More able children will be identified and suitable learning challenges provided to stretch and challenge. This intervention is the responsibility of the class teacher.

Children with additional needs should be carefully planned for and targeted intervention should be in place to ensure personalised learning for all. Learning should be effectively scaffolded to ensure all learners can succeed.

We aim:

To provide breadth and balance of language activities for all children.

- To provide a differentiated English curriculum to meet the needs of all the children through the continuity of experiences.
- To set suitable learning challenges for individuals or small groups of children.
- To respond to pupils diverse learning needs.
- To liaise with the SENCO to ensure that provision is made for all children with SEND
- To relate activities for SEND children to their individual targets and personal plans.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.
- To identify vulnerable groups who are not making expected progress, and provide appropriate support.

EQUAL OPPORTUNITIES

All children are provided with equal access to the English curriculum. We provide suitable learning opportunities regardless of gender, ethnicity or home background.

ROLE OF THE LEADERSHIP TEAM:

The Leadership team 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

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- 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

THE GOVERNING BODY

Regular reports are made to the governors on the progress of English provision and to our English Governor.

This policy will be reviewed every two years or in the light of changes to legal requirements.

POLICY REVIEW

The English Policy will be reviewed every two years or in light of statutory changes

This policy will be ratified by the Governing Body in December 2024

Signed by Mr M Whittaker (Chair of Governors) Date

This policy will be reviewed on or before the following date: December 2026