



COMPASSION, ACCEPTANCE, RESPONSIBILITY, FORGIVENESS, TRUST

Our Christian Values

God teaches us to forgive and always accept **forgiveness**

We receive the Christian way of life as a gift from God (**responsibility**)

Each of us will give an account of himself to God (**responsibility**)

We believe and **trust** in God who loves each one of us

We are all unique children of God (**acceptance**)

Whatever you wish that men would do to you do to them (**compassion**)

We are all equally precious and loved by God (**acceptance**)

English Policy

September 2021

Rationale:

English forms a basis for communication, and the development of a child's language acquisition contributes to their wider understanding of the real and imaginary world. Since English is integral to the learning process throughout the curriculum, whenever anything is taught or learnt there is potential for developing a child's language.

Aims:

- To develop pupils' effective communication in speech and writing.
- To develop pupils' understanding of spoken and written language so that they become enthusiastic, responsive and knowledgeable speakers.
- To help pupils understand the role of language in expressing their ideas, feelings and experiences to others.
- To help children understand the importance and function of standard English.
- To develop children's metacognitive skills and make them reflective and independent communicators.

Success Criteria:

If these aims are met, pupils can...

- Listen and respond appropriately to others.
- Express themselves and their ideas to a specific audience.
- Use the correct vocabulary and grammar in written and oral sentences with increasing confidence.
- Read a range of texts fluently, accurately and with understanding.
- Understand the difference between a range of written language.
- Identify and analyse the differences between fiction and non-fiction texts.
- Improve their ability to analyse, criticise and evaluate texts.
- Write neatly with accurate letter formation.
- Check their writing makes sense to them, and edit or improve their writing independently.

Curriculum:

Each year group is taught according to the National Curriculum English framework programme of study for that specific year group. The Letters and Sounds programme is used to support the teaching of phonics, which is supplemented by the Phonics Play scheme for resources and games. To ensure breadth and balance, a range of text types and media will be selected to ensure that the children are exposed to a variety of linguistic, cultural and historic sources. This is monitored through the long-term planning of English across the school. Lessons will be planned to ensure a variety of activities are taught to engage all styles of learning; kinaesthetic, visual and auditory learners, e.g. drama and improvisation, storytelling, play, computing, practical activities, pair and group work etc. These activities will be planned for both inside the classroom and in the outdoor areas. Opportunities for linking language, spelling, grammar and comprehension skills need to be incorporated into cross-curricular planning, and the standards of writing (i.e. spelling, grammar and handwriting) upheld in all books.

Planning:

All planning templates for phonics, guided reading and weekly English plans are on the school network, staff documents, to ensure a consistent approach to planning. Spelling starters are discretely planned for and lessons are planned to incorporate grammar and punctuation activities/foci within the body of the lesson.

Additional educational needs:

Careful planning will ensure that resources and approaches are appropriately matched to individual pupil needs. Assessment, pupil tracking and pupil progress meetings will highlight who requires additional support and challenge in English.

Equal opportunities:

Children of all ethnic groups, genders and abilities have equal access to the English curriculum. Positive images in terms of such groups are promoted throughout the school, and embedded within the school's approach to British values.

Resources:

A wide range of resources will be used to help children discover and explore a rich variety of linguistic experiences including; big books, picture books, story sacks, stories, fairy tales, myths, legends, poetry, nursery rhymes, songs, non-fiction books, magazines, comics, leaflets, newspapers, film clips, DVDs, the internet and the outdoor environment.

Reading:

Reading Scheme:

There are a variety of parallel reading schemes (up to stage 17) used to provide pupils with levelled reading books that appeal to a range of readers. Reading records log the books read from EYFS and continue up through the school. Children progress through the stages at their own speed, but do not need to read every book on the stage to progress onto the next. Upper KS2 children should also be given the opportunity to read their reading scheme book in class to help them progress more quickly through the reading scheme. Teachers should use their professional judgement to decide when a child is ready to move onto the next stage – lower ability readers may benefit from spending longer on a stage to become fluent, however children should read no more than 15 books per stage before being moved onto the next stage. From stage 10 onwards, Children must complete a book review at the end of their stage to move onto the next, before this it is up to the teacher's discretion as to when to move a child on based on in class assessment.

Some stages also have laminated comprehension cards to complete that pair with books from the reading scheme. These are to be completed at home, in the reading record books provided.

Once pupils have completed the reading scheme they become a 'free reader'. This entitles them to choose their own reading book from the classroom free reader section or school library. These books need to be monitored to ensure they are appropriate and recorded in a pupil's reading record book.

If a child is still on one of the reading scheme stages by the end of Term 2 in Year 5, they must automatically become a free-reader regardless of the stage they are on.

Guided Reading:

Guided reading is taught within the daily English Session. A meta-cognitive approach to planning should ensure that children are given opportunities to develop their reading and comprehension skills within the literacy lesson. This should be developmentally appropriate and ensure progression in line with each year group's National Curriculum expectations. Suggested activities are:

- A shared class book and oral HOT (higher order thinking) questions
- A follow up task based on a book
- Comprehension activities
- A small talk for guided reading session – either in small groups or 1:1 (KS1)

Timetables will also show a daily reading slot. This is an opportunity for children to practise their decoding skills specifically. This may be independent or overseen by an adult.

Teachers will also read with the class a 'class reader' book which should be an advanced reader and provide the class with opportunities to develop and challenge their comprehension skills and language acquisition.

Library

Class teachers will ensure that children in their class are given access to the school library. This must be a regular visit, at least once a week. Children may borrow books to take home and read when their parents/carers have signed the home-school library agreement.

Writing:

We aim to provide a wide variety of opportunities for writing across the curriculum including the opportunity to develop a love of writing through termly 'free-writing' sessions which allow the children to write an extended piece of writing in their own chosen genre. Pieces of free-writing are celebrated on the Free-Writing display boards in KS1 and KS2.

Pupil conferencing:

After every piece of writing, children will sit with their teacher and be conferenced through their 'next steps' for writing based on the Kent assessment grids. This discussion will support children in understanding how to progress in their writing. In upper KS2 this discussion will take place more formally with the Kent grids in front of the discussion, but in lower KS2 and KS1 will be more of an informal chat about targets and areas for improvement. All editing and improvements must be completed in green pen, so that any changes can be clearly identified.

Spelling:

Spelling strategies will be taught based on each year groups' spelling requirements from the National Curriculum appendix, through English starters and stand-alone lessons. Spelling activities will be sent home on a weekly basis as homework and tested in class, based on the National Curriculum

appendix for spelling. These are to be supplemented with planning using the No Nonsense spelling resources from Year 2 upwards. Year 1 pupils should be taught spelling strategies in line with the No Nonsense Spelling framework to prepare the children for later year groups. Children will also be taught how to use a dictionary from KS1 to check spellings. High frequency words will be corrected if misspelt in all lessons. Spelling is assessed and monitored by SLT at the end of every term in a year group spelling list test, children are tested against the year group word lists from the National Curriculum or common exception words for Year 1 and Year 2.

SPaG booklets:

Each week, children will be given a sheet recapping spelling and grammar work from the previous term to aid mastery. In the case of SEN children, these sheets may recap previous year groups or targeted spellings. Children will be given opportunities throughout the week to complete these booklets independently and as depth, breadth and challenge work after an English task is completed.

Handwriting:

Handwriting will be explicitly taught in weekly sessions. The correct handwriting policy will be modelled by all staff and be displayed within each classroom. Children will progress from printing in EYFS, to pre-cursive and fully cursive writing by Key Stage 2.

- EYFS: Children will be given opportunities to improve their fine motor control whilst mark making and will be encouraged to develop a 'tripod grip'. Children will be taught to print both upper-case and lower-case letters using the correct starting points. They will form recognisable letters which can be read by others. In Term 6, children will be introduced to a pre-cursive font in preparation for Year 1.



a b c d e f g h i

j k l m n o p q r

s t u v w x y z

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

- Year 1: Children will be taught to write in a pre-cursive font, writing each letter separately using the lead in and exit stroke. Children will write on the line, leaving adequate spaces

between words. In Term 6, children will be expected to join letters within words with the exception of capital letters.

a b c d e f g h i j k l m n o p q r s t u v w x y z

- Year 2 onwards: Cursive handwriting is taught from Year 2 and should be modelled by all staff throughout the school. Cursive lettering should be clearly displayed in every classroom.

In Year 3, children who write neatly, and consistently in cursive will be moved onto a handwriting pen. These must be handwriting pens or fountain pens with blue ink.

Children will need the opportunity to practise and develop their cursive handwriting. Some children with poor fine motor control may need extra provision; different pencils, pencil grips etc.

Vocabulary

Key words and vocabulary for each unit must be displayed on working walls within the classroom. Class teachers must also actively encourage the use of interesting vocabulary with the 'word wizard'. Each week the 'word wizard' brings the class a synonym of a word they must try and use in their writing. This word must clearly be displayed in the classroom and referred to regularly so that children understand its meaning.

Phonics:

Phonics is to be taught twice daily in the infants, with a 20 minute session in the morning and shorter 'flashcard' session in the afternoon. Children will be taught systematically through the approach laid out by the Letters and Sounds document. Children will then be assessed against their phase at the end of each term and set accordingly across the infants. Children will be taught to blend and segment words in preparation for the Phonics Screening assessment and independent spelling in KS2. Children will also be taught in Year 1 and 2, how to read pseudo 'alien' words by applying their phonic knowledge to segment and read new words in preparation for the phonics screening check. Phonic interventions should be continued into KS2 for children with difficulties in spelling.

Learning Environments:

Each class has an English working wall which must be updated regularly with the current unit of work. This includes 'word wizard' words.

Exercise books:

Initially children begin to write on paper in EYFS. This progresses to narrow lined books by Year 1. All English books must be yellow in colour.

Assessment:

- Assessment in English is continuous and should inform future planning and interventions.
- In speaking and listening, this involves observation and monitoring of children's speech and performances.
- In writing, specific verbal feedback is given in small groups or on a 1:1 basis in the form of pupil conferencing. After every piece of writing, children must be given personalised oral

feedback from the class teacher or teaching assistant, allowing them to edit and improve their writing with support. Success criteria are highlighted in green to show where an objective has been met.

- Pupils should be assessed termly from Years 1 to 6 using the Kent tracking grids for English and Reading. Each term should be highlighted in a different colour to provide a cumulative picture. Year 2 and 6 should also track children from Term 3 onwards using the National Assessment Frameworks. Progress against these grids is discussed in pupil progress meetings.
- Feedback to children regarding their progress should be given termly based on assessment. Targets for writing should be discussed individually with children during Pupil Conferencing sessions.
- Children are assessed in phonics to ensure they are placed in the correct phase group for their ability. Phonic tracking grids are updated termly and groupings altered appropriately.
- Reporting to parents is carried out three times a year; two parent consultation sessions and at the end of the year in written reports.

Resources:

English funding will be within the school budget plan for each financial year. Regular staff discussion will provide opportunities for the needs of English resources, developments and training to be established.

The role of the subject leader:

The subject leader will:

- Take the lead in policy development and ensure progression and continuity in English throughout the school.
- Support colleagues in their planning, assessment and CPD.
- Monitor the delivery of the English curriculum and advise the Headteacher on the action needed.
- Take responsibility for the purchase and organisation of central English resources.
- Keep up-to-date with developments in the English curriculum and assessment and disseminate information to colleagues as appropriate.

Review:

This policy document will be reviewed as appropriate in response to local or national initiatives, evaluations of monitoring within school and to reflect the current school improvement plan.

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