



St Paul's Church of England Primary School English Policy

Adopted by: Curriculum and Achievement Committee

On: 3rd November 2021

Review: Autumn 2024

ENGLISH

Policy Document

English Policy

Introduction

At St Paul's CE Primary School, we acknowledge that all forms of language are fundamental to life and central to the process of teaching and learning. Our pupils are given the opportunity to develop the ability to communicate and listen effectively. We endeavour to make them enthusiastic, responsive and knowledgeable in the use of language and ensure that language development takes place in every area of the curriculum.

Overview

We provide a consistent whole school approach to raising standards in English across the curriculum.

The policy consists of key sections on

- Speaking and Listening
 - Talk Time
- Reading
 - Home Reading
 - Guided Reading
- Writing
 - Big Write
 - Grammar
 - Spelling
 - Handwriting

Aims and Objectives

We intend to help children develop skills and knowledge that will enable them to communicate creatively with the world at large, through spoken and written language. We also intend to help children to enjoy and appreciate literature in all its rich variety.

We aim to:

- provide a rich and stimulating language environment, where speaking and listening, reading and writing are all integrated;
- provide opportunities for pupils to become confident, competent and expressive users of language with a developed knowledge of how it works;
- encourage children to express opinions, articulate feelings and formulate responses to a range of texts both fiction and non-fiction using appropriate technical vocabulary;
- foster an interest in words and their meanings, and to promote the development of a growing vocabulary in both spoken and written form;
- engage children with an understanding of a range of text types and genres;
- foster an enthusiasm for, and love of, reading for life;
- enable children to write in a variety of styles and forms showing awareness of audiences and purpose;
- develop the powers of imagination, inventiveness and critical awareness in all areas of English;
- provide opportunities for role play and drama;
- teach the children the correct use of grammar and punctuation;
- develop an understating of spelling conventions;
- encourage the production of effective, well presented written work using fluent and legible handwriting;

The English objectives are based on the NAHT KPI's and are available for each year group. We use additional support material where appropriate to support the teaching of phonics, spelling, reading, writing and handwriting.

EYFS

We teach English skills in our Foundation Stage as an integral part of the EYFS curriculum. Progressive skill development is outlined in Communication and Language, Fine-motor and Literacy, which are part of the six areas of learning in the EYFS curriculum.

Opportunities to practice English skills, for example, reading labels, responding to written instructions, mark-making and early writing as part of child-initiated learning will be provided throughout the learning environment indoors and outdoors.

PHONICS

Children have regular phonics lessons as laid out in the class timetable. At St Paul's we follow the Read, Write Inc scheme. The scheme is banded for progression and pupils progress through these phonic bandings in line with their teaching and attainment within the phonic sessions. Parents are given support and feedback to promote successful use of these resources in the home environment.

Phonic skills are taught in a very engaging and practicable way, taking the children through the sequence of phases of phonic development.

SPEAKING AND LISTENING

There is an expectation that children are able to take part in many opportunities to develop speaking and listening skills.

TalkTime

There is an expectation that this will happen every morning during the soft registration period. The image of the week should be introduced and the children asked to make contributions.

- Make statements
- Ask Questions
- Create unusual and interesting sentences
- Call out commands and exclamations

The images can be found at

Curriculum/Planning documents/English/Year 6 Curriculum/Talktime
images

There are ideas on how to use the images at

Curriculum/Planning documents/English/Whole school/Talktime

READING

There is an expectation that teachers will hear children read. This should happen in the after lunch reading time

- ALL children who have an EHCP or are SEN should be heard once a week (this can be done by a designated adult)
- ALL children who are at risk of not passing, or who have not passed the Year 1 Phonics check should be heard once a week.
- ALL other children should be heard at least once a month.
- This should be recorded in the pupil's Reading Record
- There should be a visible record of this in the classroom.

There is an expectation that on most weeks the children will take home up to four books in the Infants and up to 2 books in the juniors

There are different letters to explain this to parents for

- Infants readers
- New independent readers, probably in Year 2 and Year 3
- Independent readers, probably in the juniors

They can be found in

Curriculum/Planning documents/English/Whole school/Reading/Reading
letters

Reading Scheme

The School uses Oxford Reading Tree as the main scheme, with a wide variety of Fiction and Non-fiction in each class library. The teacher should regularly monitor all groups and move them up a level as soon as possible. There should be a visible record of this in the classroom.

Children who progress quickly must not be made to finish all books on a particular level. The teacher should regularly monitor all children who are

either at risk from, or have failed the Year 1 Phonics check. There should be a visible record of this in the classroom.

Suggested model for Infants

- Two Scheme books assigned to the child by the teacher.
- One Fiction book chosen by the child
- One Non-fiction book chosen by the child.

Suggested model for Juniors

- Up to 2 books chosen by the child

As the children move to choosing their own books it is expected that they will take less books home.

Reading Records

There is an expectation that all books that the children take home will be recorded in the Reading Record Book. There is an expectation that the Reading Record will be checked weekly with a comment. There is an expectation that the check will be recorded on visible chart. There is an expectation that teachers send home a letter to solve problems with the filling in of the Reading Record and this is further explained in the English Handbook.

Changing Books

Books should be changed weekly, on a set day, and a record kept in class. There are record sheets for ORT books in class and Free choice books on google drive

Curriculum/Planning documents/English/Whole school/Reading

Children should take their books home in a school book bag that can be purchased from the office.

Book Passports

Book Passports are an aid to choosing high quality books children will have a Book Passport attached to the last page of their Reading Record. It can be stamped as they read the recommended books.

Guided Reading

Guided Reading takes place weekly.

EYFS, Infants and Year 3

- In the younger year groups school adults will ensure that the sessions take place on one day simultaneously.
- The School follows the Rigby Star Guided Reading Scheme. Sets of books are located in the Infant Classes. It is expected that teachers will source the correct level books from different classrooms.
- It would be expected that children would work through to the Star Plus Level books.
- The Teacher Books and Scheme books provide Learning Intentions, but children also need to meet the requirements of the Interim Assessment Document for Years 2, and the KPI's for other year groups.
- Records of progress should be kept on the Guided Reading Records.

Upper Juniors

- Teaching Assistants will be expected to take groups at various times during the week.
- The School follows the Rigby Star Scheme for some groups and sets of real books for older readers. There is a collection of books in sets of four, which are stored in the School Library.
- Records of progress should be kept on the Guided Reading Records.

Guided Reading Sessions

There is a guide to this in the Teacher Handbook and a link to the Guided Reading Record Sheets.

Reading Area

Each class should have a clearly defined reading area in which books are treasured - it should be a place where children are eager to look at books. It is an expectation that each reading area has a related display.

WRITING

Writing is developed through encouraging children to make marks on paper at the earliest possible opportunity and then provide meaningful, purposeful opportunities for writing (EYFS & KS1)

By KS2 there should be a wide range of contexts for writing paying increasing attention to punctuation, grammar and spelling as children become more fluent and confident.

The Scheme for Writing is based on a wide variety of sources and genres, but also draws on the Power of Reading scheme.

Big Write

There is an expectation that a Big Write will happen weekly, on a day specified on the class timetable. Most tasks for the Big Write should be decided by the class teacher and should link in with the main English Scheme, especially the Power of Reading units. The stimuli used for writing tasks should be varied to provide children with many different opportunities for writing. If alternative or extra tasks are needed the opening stimuli from the original Big Write scheme can be found on google drive

Curriculum/Planning documents/English/Whole school/Writing/Bigwrite
All work should be completed in the children's English books and the title should be clearly labelled BIG WRITE. There is an expectation that the work is assessed against the Assessment Criteria for Years 2 and 6, and the and the school Assessment Criteria for other year groups. This should be done at least termly, nut more often for years that are moderated.

Curriculum/Planning documents/English/Whole school/Writing/Writing assessment

It is expected that children complete the Big Write largely independently.

Grammar

Grammar takes place regularly during the week in the Juniors and is set out clearly in the class timetables. Class 2 will focus on Phonics initially and then during the year will also look at Grammar during Phonics lessons.

There are separate Grammar exercise books for all classes, and individual workbooks for small groups of Infant children. There is also an expectation that on one day a week there will be a grammar emphasis during a normal English lesson.

There are extra ideas for Grammar sessions in the English Handbook. These ideas include a range of interactive and creative activities.

Spelling

Spelling takes place regularly during the week in all classes and is set out clearly in the class timetables. There are separate Spelling exercise books for all classes, and there is an expectation that all classes will complete a weekly spelling test.

There is an expectation that at the end of each term the Scheme spellings, and NC spellings for each year group will be both tested and celebrated in a year group Spelling Bee. There are details on this in the English Handbook.

Handwriting

There is an expectation that weekly Handwriting lesson will take place up in all year groups as set out in the Class timetables. This scheme will teach initial letter formation, basic joins and then explore other possible styles as they develop their own cursive style. The Handwriting lessons should follow the Penpals Scheme. The lessons will include

- Warm up clips
- Weekly letters and joins
- Examples
- Practice
- Activities

Handwriting Wall of Fame

Children should aim to earn a Pencil or Pen Licence to be displayed on the Wall of Fame. They should also aim to have a piece of neat handwriting displayed on the Wall of Fame. There is an expectation that teacher will bring good examples of handwriting for their children to show on the first

Celebration Assembly of each month. This can then be added to the Wall of Fame. This will also be a time to present Pencils and Pen Licences.

Assessment and Differentiation

Each teacher uses assessment by omission method of record keeping by S Clarke, which informs future planning. This format also highlights assessment for learning where next steps are identified by the teacher to plan appropriate literacy work.

Summative assessments take place each term where work is levelled according to the test materials - results are reviewed by the assessment co-ordinator and passed on the literacy co-ordinator.

Tasks for lessons should generally be differentiated.

Record keeping

Pupils' level of attainment should be tracked using the KPI's and teachers should regularly refer to the KPI grids. A format sheet is available for each year group.

Summative assessment records should be completed in December and April of each year and contribute towards the end of year report.

Individual pupil targets are set. All forms should be passed onto the next class teacher at the end of each academic year to inform for future planning. At the end of each Key Stage teachers will record pupil's standard of attainment according to the KPI's.