



# St Paul's Church of England Primary School English Policy

**Adopted by:** Curriculum and Achievement Committee  
**On:** 18<sup>th</sup> October 2017  
**Review:** Autumn 2021

# ENGLISH

## Policy Document

## School Aims

### **Caring for all; growing with God**

**The central Christian ethos of the whole school community promotes a reflective, caring and respectful attitude towards others and the environment.**

- There are high expectations of all members of our school community and success in all areas is celebrated.
- We strive to use our resources effectively and support our staff in their professional development, thus enabling all our children to become successful, happy and confident.
- We foster a proactive attitude towards the new technologies, thus providing further opportunities to support learning throughout the school.
- We encourage children to be involved in their own learning and to have positive self-esteem, enabling them to take a full and valuable part as citizens in the wider community.
- Our school values each child. We encourage all children to maximise their potential in all areas of the curriculum and their personal development.
- We are committed to the idea of equal opportunity regardless of gender, race, colour or creed.

## **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 will 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
- 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;
- provide opportunities for children to peer-assess their own work enabling them to take ownership over their own progression;
- provide opportunities for pupils to communicate ideas through the use of IT;

The English objectives are based on the National Curriculum 2014. NAHT KPI's (Key performance Indicators) are available for assessment in each year group. We use additional support material where appropriate to support the teaching of phonics, spelling, reading, writing and handwriting.

## **Speaking and Listening**

There is an expectation that children are able to take part in many opportunities to develop speaking and listening skills. Below are some examples of games and activities that could be used in Literacy lessons to support these skills and promote quality talk in the classroom.

There are a number of suggested activities in the English Handbook.

## **TalkTime**

This should happen on the first morning of each week. The image of the week should be introduced and the children asked to make any contributions that they wish.

- Make statements
- Ask Questions
- Create unusual and interesting sentences
- Call out commands and exclamations
- The images can be found at
- DATA/SHARED – English – TalkTime – Year 2
- Use the images in any way that you wish as the week progress. There are ideas in
- DATA/SHARED – English – TalkTime – TalkTimeInset

## **Reading**

The School uses Oxford Reading Tree as the main scheme, with a wide variety of Fiction and Non-fiction in each class library. Children should have the opportunity to take home up to four books a week. It will need to be continually made clear to the parents that there is NOT an expectation to read four books a week. The teacher should regularly monitor all groups and move them up a level as soon as possible. Children who progress quickly must not be made to finish all books on a particular level.

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

- Between one and four books chosen by the child
- As the children move to choosing their own books it is expected that they will take less books home.

## **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. The list is available on the intranet

- DATA/SHARED – English – BookPassports – Year2BookPassport

## **Guided Reading**

Guided Reading takes place weekly.

Infants and Year 3

- Five 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.
- DATA/SHARED – English – GuidedReading – Level2

Upper Juniors

- Teaching Assistants will be expected to take groups at various times during the week.
- The School follows the Rigby Star Navigator Scheme. Sets of books are located in the Junior Classes. It is expected that teachers will also source 'real books' with the aspiration that all children read a 'real book' at least termly.
- Records of progress should be kept on the Guided Reading Records.
- DATA/SHARED – English – Guided Reading – Level4

Guided Reading Sessions

There is a guide to this in the Teacher Handbook.

## **Home Books**

All books that the children take home should be recorded in the Reading Record. The Reading Record should be dated, and signed by the parents and the teacher on a weekly basis. Books should be changed weekly, on a set day, and a separate record kept in class. There are record sheets for ORT books in class and Free choice books on the intranet.

- DATA/SHARED – English – Reading

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

### **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 (Early Years & 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 on the Intranet and 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. The Learning intentions, flipchart pages and opening stimuli can be found on the intranet.

- DATA/SHARED – English – BIG WRITE – Year 2

Some tasks for the Big Write may be decided by the class teacher and may link in with Topic work. The stimuli used for writing tasks should be varied to provide children with many different opportunities for writing. Examples include music, artefacts, photographs and film clips.

There is an expectation that the BIG BIG Write will happen termly, on a day specified by the co-ordinator. The Learning intentions, flipchart pages and opening stimuli can be found on the intranet.

- DATA/SHARED – English – BIG BIG WRITE

All work should be completed in the children's English books and the title should be clearly labelled BIG WRITE. The work should be judged against the Interim Assessment Criteria for Years 2 and 6, and the KPI's for other year groups. It is expected that children complete the Big Write and BIG BIG Write largely independently, especially in the Juniors. There may be focussed support



for some pupils and criteria given but work should be as unsupported as possible.

## **Grammar**

Grammar takes place regularly during the week in the Juniors and is set out clearly in the class timetables. Year 2 will focus on Grammar during Phonics lessons.

There are separate Grammar exercise books for all Junior classes. 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

## **Spelling**

Spelling is a structured approach which builds upon early experiences and the teaching of conventions using the National Curriculum guidelines and other supporting materials as follows:

- in the Early Years and Key Stage 1 we use Read Write Inc to develop writing of CVC, CCVC and CVCC words in the first instance whilst also introducing the high frequency words or 'Tricky Words' as highlighted in afore mentioned documents and along with the identified key vocabulary lists as laid out in the previous Literacy Strategy for Reception, Year 1 and Year 2
- in KS1 we use the National Curriculum 2014 Spelling List for Year 2
- in Key Stage 2 we use the National Curriculum 2014 Spelling List for Year 3-4, and Year 5-6

There is an expectation that weekly Spellings will be sent home, and that a short follow up test will be given. The spellings can be taken from the weekly English CGP homework. In the Juniors, the word list for Years 3 and 4 and Years 5 and 6, collated from the National Curriculum Appendices, should also be used to create weekly spellings. This list can be found on the intranet or from the co-ordinator.

- DATA/SHARED – English – Spelling

## **Handwriting**

There is an expectation that weekly Handwriting lesson will take place up to Year 4 as set out in the Class timetables. The Handwriting lessons should follow the Penpals Scheme that can be found on the Teacher's laptops.

- Warm up clips
- Termly Units
- Patterns

## **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.

Target setting takes place at the start of each academic year, using the LDBS Tracking Matrices. Pupil targets and attainment are tracked on a spreadsheet, which is freely available through the school's data network.

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.

The school holds two benchmarking meetings a year to review progress and attainment.

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 pupils standard of attainment according to the KPI's.

## **Resources**

Each teacher has a range of material, which includes a range of books and texts. Class libraries are replenished as the need occurs – each teacher puts in a request to the co-ordinator and these are discussed and acted upon as the budget allows. Each class has a set of guided reading material, as appropriate for each year group.

Foundation Stage, KS1 and the lower junior classes have the school's reading scheme Oxford Reading Tree in each class. These are updated as new material is published and also for wear and tear on the materials.